University of Alberta

# Professional Development Needs of College Instructors

by

Claudia Jocelyn Finlay-Parker

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Philosophy

in

Educational Administration and Leadership

Department of Educational Policy Studies

Edmonton, Alberta

Spring 2002

National Library of Canada
Acquisitions and Bibliographic Services
395 Wellington Street
Ottawa ON K1A 0N4
Canada

Bibliothèque nationale du Canada
Acquisitions et services bibliographiques
395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-68573-X

Canada

University of Alberta

Library Release Form

| | |
|---|---|
| Name of Author: | Claudia Jocelyn Finlay-Parker |
| Title of Thesis: | **Professional Development Needs of College Instructors** |
| Degree: | Doctor of Philosophy |
| Year This Degree Granted: | 2002 |

Permission is hereby granted to the University of Alberta Library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly, or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided, neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.

Claudia Finlay-Parker

Dec 19/2001

11032 - 158 Ave
Edmonton, AB
T5X 4V4

University of Alberta

Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Professional Development Needs of College Instructors** submitted by Claudia Jocelyn Finlay-Parker in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Administration and Leadership.

.....
Dr. Mike Andrews, Supervisor

.....
Dr. José da Costa, Co-Supervisor

.....
Dr. Joe Fris

.....
Dr. James Parsons

.....
Dr. Ken Ward

Dec 14/2001

.....
Dr. E. Lisbeth Donaldson, External Examiner

**Abstract**

This research was undertaken to determine the professional development needs of college instructors and to identify how these needs might be met. Specifically, the study was meant to capture instructors' perceptions of professional development and how they kept up with it. It was also meant to investigate the concerns and issues that instructors had about their own professional development and participation, and how they thought it could be improved. I also investigated how planners of professional development activities could better serve college instructors' needs.

I reviewed literature on community colleges, professional development as it relates to lifelong learning, professional development issues, and findings from other professional development studies. This helped me to prepare a conceptual framework for organizing the study.

This qualitative research was undertaken within a naturalistic setting. I selected a purposive sample to include a small, a medium-sized, and a large college from different parts of the province of Alberta. I also included responses from instructors and planners at the college where I did the pilot test. Data were collected by interviewing thirteen college instructors, four professional development planners, and one supervisor of professional development planners. Participants were assigned pseudonyms to ensure anonymity. I also used documents provided by the respective colleges. Data were organized into themes to capture the thick description of instructors' and planners' responses.

The study revealed that college instructors had needs for updates in their discipline-specific areas, pedagogical skills, computer skills, and personal development

skills. Planners of professional development activities agreed for the most part with instructors' responses. The difference was that planners placed pedagogy ahead of updates in instructors' areas of expertise. Just over half of the participants agreed to take full responsibility for attending to their professional development needs. Some felt that their colleges and faculty associations should be involved in assisting them. Some instructors felt that their administration did not provide them with enough encouragement to continue professional development. The majority felt that, if each college had a professional development policy with a stated philosophy of commitment and encouragement for staff, more instructors would participate in professional development activities. The research concludes with a revised conceptual framework for professional development based on the responses of participants and professional development literature.

**Acknowledgements**

I am very thankful to all the people who traveled some part of this journey with me and without whose help the voyage would not be completed. To the participants, my supervisors and committee members, my colleagues, family and friends, I owe much gratitude.

First, I must acknowledge the participants who willingly gave their time and provided their open and genuine support for this study. Thanks for contributing your philosophies and concerns about professional development and your recommendations for improvement.

My supervisor and co-supervisor, Dr. Michael Andrews and Dr. Jose da Costa were so generous with their time and added valuable suggestions and comments that improved the quality of this document. Other members of my committee also contributed important commentaries on the draft. These commentaries conveyed new insights and broadened my perspectives. My external readers, Dr. E. Lisbeth Donaldson, and Dr. James Parsons, your annotations were much appreciated.

Special thanks go to my family who inspired and encouraged me throughout this study. I must mention my husband Phillip and my sons, without whose moral support I would never have completed this journey. My friend Cherry and my sister Yvonne added fuel that increased my energy.

Above all, I must give thanks to God for strength, health, and the means and opportunity to complete this study.

## Table of Contents


Page

CHAPTER 1 OVERVIEW OF THE STUDY ..... 1

Identification of the Problem ..... 1

Purpose of the Study ..... 4

The General Research Questions ..... 5

Specific Research Questions ..... 5

Significance of the Study ..... 5

Definitions ..... 6

Author's Background and Interest ..... 7

Organization of the Thesis ..... 8

CHAPTER 2 REVIEW OF THE LITERATURE ..... 10

The Community College ..... 10

Professional Development and Lifelong Learning ..... 13

Professionalism ..... 15

Teaching as a Profession ..... 17

Teachers' Professional Development ..... 19

Inclusions in Professional Development of Teachers ..... 20

Change and Professional Development in Teaching ..... 21

Models of Assessing Teachers' Needs and Accountability ..... 23

Instructors as Adult Learners ..... 26

The Conceptual Framework ..... 27

Professional Development Issues in Higher Education ..... 27

Instructors ..... 29

Professional Development Planners and Administrators ..... 31

Professional Development Models in Higher Education ..... 33

Needs Assessment ..... 36

Summary of the Literature ..... 38

CHAPTER 3 RESEARCH DESIGN ..... 40

Method ..... 40

Ontology ..... 42

Epistemology ..... 43

Data Collection ..... 44

The Pilot Test ..... 45

The Respondents ..... 45

Interviews ..... 46

Data Analysis ..... 48

Trustworthiness ..... 52

Credibility ..... 52

Transferability ..... 53

Confirmability ..... 54

Dependability ..... 54

Ethical Considerations ..... 54

Limitations ..... 55

Delimitations ..... 55

Summary ..... 56

CHAPTER 4 FINDINGS ..... 57
Perception of Instructors' Needs ..... 57
Description of Participants ..... 57
Overview of the Findings ..... 61
Specific Research Question 1 ..... 62
Meaning of Professional Development ..... 63
General Meaning ..... 63
Updating of Discipline-Specific Skills ..... 64
Teaching Skills ..... 65
Changing Pedagogy ..... 66
Comments on Information Age ..... 66
Computer Skills ..... 67
Personal Development ..... 67
Nice to Have ..... 68
Performance Enhancing Skills ..... 69
Specific Activities ..... 70
Responsibility for Professional Development ..... 71
Shared Responsibility ..... 72
Instructors' Responsibility ..... 73
Employers' Responsibility ..... 74
Satisfied with College Input ..... 74
Dissatisfied with College's Input ..... 74
Specific Research Question 2 ..... 75

Taking the Initiative ..... 76
Sharing With Colleagues ..... 77
Off-Campus Professional Development Activities ..... 78
Keeping up to Date With Computer Technology ..... 79
On My Own ..... 79
The Internet ..... 80
Keeping up With Teaching Skills ..... 80
Professional Organization's Requirement ..... 81
Need to Keep up to Date in the Field ..... 82
Specific Research Question 3 ..... 83
Participation in Planning ..... 84
Personal Philosophy ..... 84
Funding Availability ..... 85
In-Service Offerings ..... 85
Satisfaction With College ..... 86
Lack of Participation ..... 88
Dissatisfaction With In-Service ..... 88
Specific Research Question 4 ..... 90
Time Constraints ..... 90
Timing and Financial Needs ..... 91
Timing ..... 91
Financial Needs ..... 93
Workload as a Deterrent ..... 94

Keeping up to Date ..... 95
Stress ..... 95
Effect of Experience on the Job ..... 96
Life's Uncertainties ..... 97
Downsizing ..... 98
Enrolment ..... 98
Illness ..... 99
Family ..... 99
Change ..... 100
Technological Changes ..... 100
Specific Research Question 5 ..... 101
More Time Needed ..... 102
Relevance of In-Service Offerings ..... 103
Better Planning ..... 104
Guidance ..... 104
College Commitment, Improved Policy, and Encouragement ..... 105
Commitment ..... 105
Policy ..... 105
Administration Encouragement ..... 106
Consequences ..... 106
Consequences for the College ..... 107
Consequences for Instructors and Students ..... 107
Effect on Teaching and Learning ..... 107

Confidence in the Classroom ..... 108
Incentives ..... 108
Normal Expectation ..... 109
Instructors' Needs and Recommendations ..... 110
Specific Discipline Needs and Recommendation ..... 110
Need for Adult Education Skills, Pedagogy, and Recommendations ..... 111
Need for Research Time ..... 111
Need for Computer and Instructional Technology, Skills, and Resources ..... 111
Need for Time and Money, and Recommendation ..... 112
Money ..... 112
Time ..... 113
Need for Administration Intervention and Recommendation ..... 114
Guidance ..... 114
Part-Time Staff ..... 115
Need for Recognition, Rewards, Encouragement, and Recommendation ..... 116
Need for Support for Formal Education and Recommendation ..... 117
Similarities of Instructors From Different Colleges ..... 118
One Instructor's Summary ..... 118
Chapter Summary ..... 119
CHAPTER 5 FINDINGS ..... 123
Perception of Professional Development Planners ..... 123

Description of Professional Development Planners ..... 123
Demographic Information ..... 123
Responsibilities of Professional Development Planners ..... 124
Specific Research Question 6 ..... 128
Teaching and Learning ..... 128
Maintain Knowledge in the Field ..... 129
Train for Success of the Organization ..... 130
Focus on Instructors ..... 130
Some Specific Inclusions ..... 131
Some Specific Exclusions ..... 133
Specific Research Question 7 ..... 134
Strategies Used in Planning Staff Development ..... 134
Formal Planning ..... 135
Informal Planning ..... 136
No Planning ..... 136
Assessing Effectiveness of the Staff Development Program ..... 137
Feedback ..... 137
Focus Groups ..... 138
Formation of a Database ..... 139
Concerns and Constraints Affecting Planning ..... 139
Money ..... 140
Time ..... 140
Participation ..... 141

Communication ..... 143
Needs Assessments ..... 143
Incentives ..... 144
Carryover of Allocated Funds ..... 144
Purchase of Computers ..... 145
Pay Increment ..... 145
Free Textbooks ..... 145
Honorarium for Presenting ..... 146
Information on a Website ..... 146
Reimbursement for Out-of-Pocket Expenses ..... 146
Aversion to Incentives ..... 147
Recommendations for Improvement ..... 147
Coordination Within Colleges ..... 148
Coordination With Other Colleges ..... 148
Communications ..... 149
Encouragement ..... 149
Expectation of the Job ..... 150
Needs Assessment ..... 150
Partnership With Business ..... 151
Performance Management System ..... 151
Systems Thinking ..... 152
Career Planning ..... 152
Summary ..... 153

CHAPTER 6 DISCUSSION ..... 155

Purpose of the Study ..... 155

Specific Research Question 1 ..... 156

Meaning of Professional Development ..... 156

Specific Inclusions ..... 157

Skills Needed ..... 158

Areas of Expertise ..... 158

Teaching Skills ..... 160

Computing Skills and Educational Technology ..... 161

Personal Development ..... 162

Responsibility ..... 163

Specific Research Question 2 ..... 165

Specific Research Question 3 ..... 167

Specific Research Question 4 ..... 169

Specific Research Question 5 ..... 172

Incentives ..... 173

Time ..... 174

Guidance and Planning ..... 174

Policy ..... 175

Timing and Planning of Activities ..... 175

Mentoring ..... 176

Specific Research Question 6 ..... 176

Policy Statements ..... 178

Professional Development Meanings to Planners ..... 179
Specific Research Question 7 ..... 180
Strategies for Assessing Needs ..... 180
Assessing Staff Development Programs ..... 182
Incentives ..... 182
Time and Timing of Professional Development ..... 184
Planners' Recommendations for Improvement ..... 184
Needs Assessments ..... 184
Coordination With Other Colleges ..... 185
Intercollege Communication ..... 185
Job Expectation ..... 186
Partnership With Businesses ..... 187
Systems Thinking ..... 187
Summary ..... 188
CHAPTER 7 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS ..... 195
Overview of the Study ..... 195
Summary of the Findings ..... 196
Conclusions ..... 201
Teaching roles ..... 201
Responsibility for professional development ..... 202
Types of professional development activities ..... 202
Deterrents ..... 202
Administration and Faculty associations support ..... 203

Determining needs as adult learners ..... 203
Instructional technology ..... 204
Collegiality ..... 204
Cooperation with professional development planners ..... 204
Incentives ..... 205
Recommendations for Practice ..... 205
Administration and faculty association support ..... 207
Determination of needs ..... 207
Funding needs ..... 208
Recommendations for Research ..... 209
Revised Conceptual Framework ..... 210
Personal Reflections ..... 212
REFERENCES ..... 218
APPENDIX A INTERVIEW GUIDE 1 ..... 226
APPENDIX B INTERVIEW GUIDE 2 ..... 228
APPENDIX C DEMOGRAPHIC INFORMATION ..... 230
APPENDIX D LETTER OF CONSENT ..... 232
APPENDIX E LETTER OF REQUEST TO PILOT INTERVIEW GUIDE ..... 234
APPENDIX F LETTER OF REQUEST TO GAIN ENTRY TO COLLEGES ..... 236
APPENDIX G ACIFA MEMBERSHIP ..... 238

## List of Tables

Page

Table 1: Description of Participants' Age, Employment Status, and Gender ..... 59

Table 2: Description of Teaching Experience and Education ..... 60

Table 3: Age, Experience at Another Institution, Employment Status, Gender ..... 125

Table 4: Planners Experience, Education, Teaching Area, and Designation ..... 125

Table 5: Professional Development Needs ..... 190

Table 6: Facilitating Needs ..... 193

## List of Figures

Page

Figure 1: Framework for Professional Development ..... 28

Figure 2: Process to Arrive at Professional Development Needs ..... 51

Figure 3: A model of professional development for college instructors ..... 213

# CHAPTER 1

# OVERVIEW OF THE STUDY

This is a dynamic universe. From time to time, scientists discover new galaxies, and islands seem to spring from the sea. People and attitudes also change. As the human knowledge base expands, people in general must change to keep up with the vast amounts of knowledge increasing in an information age if they are to keep abreast of changes.

Lifelong learning is key in attempting to keep up with changes, especially in the workplace. Although time and money may deter some from keeping up to date, most people learn to react to changes through formal and informal learning and teaching. Formal and informal learning apply especially to educators who must prepare students for the changing environment.

Educators' experiences will vary in this information age when change is exponential, especially in the area of technology. These changes include the experiences of college instructors who are now encountering a different type of student, one who grew up in an information age and is used to the speed of technology. These changes also presuppose a need, a gap, and therefore a problem for instructors. Witkin and Altschuld (1995) asserted, "Need as a noun refers to the gap or discrepancy between present state (what is) and a desired end state, future state, or condition (what should be)" (p. 9).

## Identification of the Problem

Most instructors' backgrounds and educational experiences differ from those of their students. For instance, few instructors had computers in their kindergarten

classrooms or Internet access for research, or could take courses through on-line distance delivery. Now computers are readily available to students and instructors, in classrooms, homes, and offices. The speed of change is increasing. Instructors' knowledge must change if they want to keep current by "renewing their intellectual assets," performing adequately in the classroom, and maintaining a holistic attitude Cheeatow (1997). He emphasized that

> college educators . . . must also cope with the significant change in the characteristics of student population, in the expectation of the community, in the demands of special interest, and the nature of public policy, pedagogical theory and professional practice. (p. 4)

He continued, "There is a crisis of confidence both in and within post-secondary institutions and particularly in community colleges" (p. 4). This crisis, he argued, is "exacerbated by an often aging and overworked faculty, a decaying knowledge base, omnipresent funding shortfalls and increased demand for greater efficiencies" (p. 4). Oromaner (1986) confirmed that "funds for professional development are scarce and the community college faculty are aging" (p. 1). A joint report on postsecondary education in Alberta echoed similar concerns (Alberta Colleges and Institutes Faculties Association [ACIFA] and Confederation of Alberta Faculty Associations [CAFA], 1997).

Cheeatow's (1997) response confirms the situation: "Increased business community demands that educators better prepare students for the complexities of the modern workplaces has led to calls for major change to educational practice, and this has implications for professional development" (p. 2). He referred to the Principles of Professional Development, American Federation of Teachers Professional Development Guidelines (American Federation of Teachers, 1995), and noted that "while educational

reforms depend on professional development, traditional staff development efforts have failed" (p. 2). The reasons provided include:

> (a) Staff development experiences are not deep enough, varied enough or well enough supported.
> (b) School policy and organization are at odds with new theory,
> (c) Individual and/or collective employee concerns are ignored. And
> (d) Fads and new doctrinal approaches are accepted without full understanding or consideration of their implications. (p. 2)

Alfano (1994) suggested that "the 1990s require channelling the pressures of budget constraints, mission confusion, student diversity and changing faculty needs into growth opportunities in four areas: leadership, data base management, diversified instruction, and student services" (p. 1). Grossnickle and Layne (1998) queried:

> What may be lacking in the design and delivery of school staff development programs is sufficient attention paid to establishing a clear shared vision of what a good staff development program would look like in the eyes of both staff, and staff development planners. (p. 217)

They continued, "The idea is not only to create good staff policies but also to create the kind of environment in which growth, renewal, and improvement stand a good chance of succeeding" (p. 217). The environment may improve through understanding not only the colleges' needs for professional development courses because of policy changes but also the instructors' needs for their professional development.

Previous studies of community colleges focused on methods used to determine occupational program needs (Reed, 1980) and faculty development for program needs of health occupations (Cooper and Kling, 1983). Souther (1986) assessed staff development needs at community colleges. Anderson (1990) also examined the status of faculty development programs using a mailed questionnaire. In a study of the needs-assessment efforts of Alabama's junior, technical, and community colleges using a survey

questionnaire, Land (1984) discovered that a majority of technical colleges reported needs-assessment policies, whereas a majority of junior colleges and community colleges did not. Older Alberta studies about pedagogical training, professional development, and professional development needs were conducted by Wroot (1970), Weleschuk (1977). Konrad (1983), and Pansegrau (1983) sought teachers' or instructors' perspectives on inservice education, and Gagne (1998) explored the perceptions of instructors' skill development.

Parks and Keim (1995) reported that "little research, however, has been published about needs assessment for community services and continuing education programs" (p. 1). The closest study to this research was done in 1986 in Michigan using questionnaires and interviews. In that study Peterson (1985) recommended that needs assessments should be ongoing. This quantitative study focused on the perceived needs of inservice training preferences of full-time accounting, data-processing, and economic faculty in Michigan public community colleges. Murray (2000) studied elements of effective faculty development and found a glaring lack of leadership for faculty development at 130 community colleges. The results of the study revealed that "many faculty development efforts lack cohesiveness and often involve little more than collections of loosely connected efforts" (p. 48).

## Purpose of the Study

The purpose of this study was to explore the professional development needs and concerns of college instructors in terms of their professional development. With this in mind, I posed the general research questions.

## The General Research Questions

What are the perceived professional development needs of college instructors? How do they perceive these needs may be met?

To accomplish these goals and gain greater insight, the following subquestions were generated.

## Specific Research Questions

1. What perceptions and meanings do college instructors hold about professional development?
2. How do instructors keep up with professional development?
3. What attitudes do college instructors hold towards professional development?
4. What concerns and issues do instructors perceive about professional development?
5. How can instructor participation in professional development be improved?
6. What perceptions and meanings do planners of professional development hold about professional development?
7. To what extent are planners of professional development reaching out to accommodate instructors in their efforts to continue to develop professionally?

## Significance of the Study

This study adds to the knowledge base on professional development of community colleges and technical institutes. Specifically, it provides information on perceived needs of instructors and concerns in these changing times. Past studies revealed that professional development programs did not adequately address professional

development of college instructors (Alfano, 1994; Cheeatow, 1997; Grossnickle & Layne, 1998; Murray, 2000) and others. This study confirms some reasons for dissatisfaction with planned activities; in particular, lack of time and funds, as well as irrelevant professional development activities. It also identifies a "gap" in activities offered and in expected facilitation efforts. The study also confirms that those who participated in professional development activities were self-directed learners; that is, they were intrinsically motivated. It reveals that although most instructors were interested in intrinsic rewards, if any, planners offered extrinsic rewards to encourage participation.

I discovered that instructors primarily wanted programs that were relevant to their specific needs, especially their needs for keeping current in their discipline-specific subject areas. The results pointed to pedagogical concerns that need attention. It provided information for both instructors and administrators who planned and provided funds for professional development programs. Additional time and funding might assist more college instructors in accessing the resources they need to continue their professional development.

## Definitions

For the purpose of this study, I provide definitions of these terms:

- *Lifelong learning* "is the process by which an adult continues to acquire in a conscious manner formal or informal education through his or her life span, either to maintain and improve vocational viability or for personal development" (Shafritz, Loeppe, & Soper, 1988, p. 273).
- *Professional development* in the context of this study refers to educational activities designed to increase personal, interpersonal, managerial,

professional, and administrative competence of faculty (McGechean & Persons, 1986, p. 24).

- *Planners of staff development* are persons responsible for planning professional development at their colleges or technical institutes in the province of Alberta.
- *College instructors* are academic staff who work at public colleges and technical institutes in Alberta.

## Author's Background and Interest

My interest has been in the area of lifelong learning as it applies to professional development. As a lifelong learner, I am committed to and excited about professional development, both formal and informal. I practice this through my job as I encourage students to continually improve their skills and "reach for the top." My master's degree research focused on professional development needs of certified management accountants who were instructors. I invited participants to complete a needs-assessment instrument and fitted the result to the Quadrant Assessment Model (Parker, 1996; Sanders, 1980) to analyse the needs. For the last two years, I have been chair of my professional development committee of the faculty association and the representative on the Association of Colleges and Technical Institutes Faculty Association (ACIFA) Professional Affairs Committee. This provided an opportunity to meet faculty members from other colleges and to gain, superficially, some insight into how professional development is done at their colleges and institutes. I have observed that at some colleges there seemed to be no standard method of planning or providing staff development.

Hence, I decided to investigate what instructors perceive as their role in professional development.

I chose this topic to come to a better understanding of professional development needs and concerns of college instructors. If instructors and professional development planners understand others' perspectives, cooperation and enrichment of the professional development programs should be enhanced. When I started as an instructor, the preservice program did not fully prepare me for an instructional position. This feeling of inadequacy motivated me to study for a diploma in education. After taking the diploma, I was fascinated with the professional development perspectives of other instructors.

I thought it would be interesting and enlightening to investigate what professional development instructors undertake and need. I wanted to know how instructors are coping with increased technology and the information explosion. I wanted to understand the philosophy of professional development at their institutions. I was curious about how instructors handle their professional development, what their needs were, and the effectiveness of their professional development program.

## Organization of the Thesis

This dissertation is organized into seven chapters. Chapter 1 describes the purpose of the study and its significance. The general research question is followed by specific research questions on professional development and definitions of terms. The chapter ends with the author's background and interest.

In Chapter 2 I present a review of the literature on professional development and its relationship to lifelong learning. I developed a conceptual framework to display the elements necessary to examine professional development.

Chapter 3 describes the research method that I used for this study. I discuss the epistemology, which include, design of the study, respondents, data collection, and analysis. I also discuss the trustworthiness, ethical considerations, limitations, and delimitations of the study.

In Chapters 4 and 5 I organize participants' responses to the specific research questions by themes. Chapter 4 presents the responses from instructors, and Chapter 5 offers answers from planners of professional development.

Chapter 6 discusses the findings in relation to professional development literature. Each research question is deliberated in chronological order. Attempts were made to show how these findings agreed or disagreed with the relative literature.

The dissertation concludes with Chapter 7, which provides an overview of the study and a summary of the findings. Also included are my conclusions and recommendations for theory and practice. I present my revised framework as a model to expand on the original framework. The chapter ends with my personal reflections about the study.

# CHAPTER 2

# REVIEW OF THE LITERATURE

In this section I first describe community colleges, then professional development in general, and lifelong learning. Next I describe professionalism and, in particular, teaching as a profession, paying attention specifically to professional development in the context of schools and teachers. Then I discuss instructors as adult learners. In the concluding section, I outline a conceptual framework for my study.

The framework begins with lifelong learning, both formal and informal. This learning constitutes the professional development parameters which instructors and those who plan professional development must address. Research has shown that there are some professional development issues to be addressed, (Salmi, 2000; Cheeatow, 1997; Foley and Clifton, 1990; and Gillett-Karam, 1999). I discuss some issues and their relevance to my study. Before I end the chapter I elaborate on some professional development models and the use of needs assessments for determining professional development needs. I end the chapter with a summary of the literature.

## The Community College

Community colleges in Canada are changing from their "primary function of teaching, which includes the imparting of knowledge and learning, not simply skill development" (p. 2) to emphasising skill development for the economic environment (Levin, 1996). Levin blamed external forces, political and economic, for government policy, which reflects this reality. Cohen and Brawer (1989; as cited in Katsinas, 1994) provided five major functions of community colleges. These are:

1. To provide general education for transfer to upper division institutions
2. To provide vocational occupation and technical education
3. To provide developmental/college preparatory education opportunities (central to providing a second chance)
4. To provide community, and,
5. To provide continuing education. (p. 1)

Cohen and Brawer (1989) acknowledged that "as colleges broadened their scope, transformation was furthered; first career education, then adult basic studies, compensatory programs, and—unkindest of all from the faculty viewpoint—the drive to recruit and retain apathetic students" (p. 67). These expressed areas of concern have definite implications for the professional development of instructors.

Katsinas (1994), in his discussion of community colleges and workforce development, further acknowledged the rise in technological change. "New tools utilizing microprocessing computer technologies, including the personal computer and statistical numerical control used in manufacturing, have changed what we do in the workplace and how we do it" (p. 20). As economic conditions improve and the workforce needs more trained personnel, the colleges are compelled to respond to meet these needs. Katsinas noted that customized and special training, mastery of specific skills, off-campus work-site, part-time untenured instructors and trainers, and delivery by third party are all changes to the community college environment. Again, these developments have implications for college instructors.

In Alberta, colleges have some pressure to prepare more students for university through the transfer programs. The government of Alberta, in its 1994 policy statement entitled *New Directions for Adult Learning in Alberta*, set four major goals and 22 strategies for attaining these goals. Two of these strategies affecting colleges and technical institutes are "students' ability to transfer courses between post-secondary

institutions will be enhanced" and "a new credential, the applied degree, will be tested at public colleges and technical institutes" (Andrews, Holdaway, & Mowat, 1997, p. 85). There are now sixteen public colleges and two technical institutes in Alberta (Appendix G). This confirms the growing student body which the educational institutions must accommodate. These changes will affect class sizes and how instructors deliver course material, perhaps initiating some instructional changes.

Other changes occurring include changes in funding, budget cuts, and restrictions in expenditure. These will change the way community colleges are functioning (Cohen, Brawer, and Associates, 1994). Alberta colleges face the same challenges, combined with increased student fees, which can increase to a maximum of 30 per cent of the total cost of education (Alberta Learning, 1999). These changes affect not only students and administrators, but also instructors who must face larger class sizes and more demanding students. Levin (1996) noted that "now the colleges are being asked in circumstances of great financial restraint to make particularly significant changes in response to globalization and technological advances which are dramatically changing the nature of work and the skills required for work (p. 1). He continued that "without appropriate responses to external forces, Canadian colleges may forfeit their traditional role and become economic and political instruments" (p. 2), implying threats to programs, to services, and to working conditions. Dennison and Gallagher (1986) warned:

> There has emerged the real danger that without a new emphasis on professional development, the colleges will end up with complacent teaching staffs with little incentive or opportunity for improvement; a danger for instructors themselves, their institutions and the student and public they serve. (p. 232)

All these changes have significant impact on instructors and implications for professional development.

## Professional Development and Lifelong Learning

The University of Adelaide (1998) in Australia defined *professional development* as "the policies, procedures and activities, which assist all staff to meet their personal, academic or professional needs in ways that are consistent with the objectives and with the known and anticipated needs of the university" (p. 1). It elaborated, "The principal purposes of professional development are to optimize the quality of working life and to achieve excellence by enhancing and supporting the existing strengths and potential contributions of all members of staff to the work of the University" (p. 1). Stated differently, the purpose of professional development "is to help adult and continuing educator practitioners acquire knowledge, skills, attitudes, and behaviours needed to achieve the purposes of their jobs and to improve their performance" (Adult and Continuing Educators, 1989, p. 126). Nowlen (1988) elaborated that continuing education professionals need to include:

> Baseline knowledge and skills; the challenge of new roles; requisite skills in human relations; critical skills of the mind, proficiency on self managed learning; individual development progress; and fit the individual and organization to one another, skills in coping with life's surprises as well as with its anticipatable transaction; and the understanding of influences of environment and cultures and the skills that orchestrate them. (pp. 86-87)

Imel (1990) stated that "[professional development] may include workshops, independent reading and study, conferences and consultation with peers and experts" (p. 1). This assumes that professional development is part of lifelong learning, which is a continuous process and includes formal and informal learning. It demands that it is essential for adults who want to keep up with the new technologies to continue learning. Dotolo (1999) remarked, "It is clear that the majority [of instructors] want to improve their teaching and want to learn more about teaching and learning" (p. 53). Moreover, it

is important for instructors to emphasize the implications of lifelong learning to their students as they prepare them for the workforce.

Dunlap (1998) observed that "lifelong learning is essential to staying current, competitive, productive and innovative in today's workplace, and therefore employed and in demand" (p. 1) She identified two skill areas necessary for lifelong learning, metacognition and self–directedness. When one knows what he or she knows and does not know and can reason, one would direct oneself to what is needed to be learned. If instructors possess these skills, they can decide on what is needed for their professional development.

Professional development is therefore an integral part of lifelong learning. The assumption is that instructors' experiences will vary even when change is not exponential and they are required to keep up to date and to perform adequately. Addressing this change is a formidable task as instructors continue to learn both on and off the job. There are always new tools or toys on the market, and those contribute to the need for informal and formal learning. In addition, instructors must pay particular attention to their professional development if they are to survive in these changing times in the workplace.

Alexander (1999) addressed the problem at an international conference in Dublin in May 1999. He stressed that lifelong learning is indeed the answer to change in education and, particularly in technologies. He emphasised that education is not only for the young and recommended that lifelong learning be a priority for policy of the Organization for Economic Cooperation and Development (OECD) countries for the 20th century and into the 21st century.

The traditional way of earning one degree and remaining in one job for life has changed with new knowledge, innovations and technology, and restructuring and downsizing of institutions (Salmi, 2000). These dynamics also occur in education and forces professionals and others to continue learning just to keep up with the changes.

Romiszowski (1999) commented on technology and training, stating, "The concept of self development is taking root as a major paradigm for human resource development in industry and business" (p. 1). This paradigm emphasises that the responsibility to keep oneself updated and employable rests with each employee. "The employee's responsibility is to make the process of self learning viable . . . helping in the identification of individual learning needs and facilitating access to the resources necessary to satisfy those needs" (p. 2). Professionals as a whole understand their responsibility for keeping current. Professional and Organizational Development Network in Higher Education (POD, 2000) stated that faculty development

> refers to those programs which focus on the individual faculty member. The most common focus of programs of this type is the faculty member as teacher, the faculty member as a scholar and professional, and the faculty member as a person. (p. 1)

## Professionalism

If there are professionals, they have prescribed responsibilities. Professional organizations are responsible for overseeing that their members adhere to standards of practice for the profession, rules of professional conduct, and a code of ethics. They are recognized in law and have legislation that gives authority to the associations to govern the members. The Society of Management Accountants of Canada (SMAC), the Canadian Institute of Chartered Accountants (CICA), and the Certified General

Accountants Association of Canada (CGAC) are all self-regulating professional organizations that operate nationally and regionally. These organizations are responsible for monitoring the professional development of their members, who should keep current especially when offering services to the public.

Sayer (1996) explained the meaning of professional status. "It is conferred on groups of people with highly trained skills and qualities founded on a recognizable body of knowledge and research, who take a large measure of responsibility for an essential service performed in the public interest" (p. 12). As in other professions, "The responsibility is vested in a professional body with publicly recognized powers to determine what are the required levels of good practice and who is fit or unfit to exercise it" (p. 12). Sayer listed the characteristics of a profession, emphasizing,

1. That it performs an essential service;
2. That its practice is founded on a distinctive body of knowledge and research;
3. That its members therefore undergo a lengthy period of initial education and training both in mastering that knowledge and developing skills to execute it;
4. That this initial acquisition of knowledge and skill is complemented by continuing professional growth and development;
5. That it exercises a high degree of responsibility for the way it fulfills the objectives formed by the community of which it is a part;
6. That its members accept and are governed by a code of ethics underwritten by its organization;
7. That it is well organized with disciplinary powers to enforce ethical practice;
8. That careful control is exercised over entry, training, certification and standards of practice. (p. 18)

The literature on teaching referred to teachers as professionals. Instructors are not teachers; but, as educators they have much in common with teachers. The literature on teaching is therefore applicable to college instructors and may have implications for their professional development.

## Teaching as a Profession

A number of teaching paradigms exist. Squires (1999) listed these paradigms as "teaching as an art, teaching as a craft, teaching as applied science, teaching as a system, teaching as reflective practice, and teaching as competence" (p. 3). Specifically, he emphasized that teaching is a profession. Squires argued, "Education is a discipline, a professional discipline. Teaching shares with other professional disciplines the three characteristics of instrumentality, contingency and procedurality" (p. 133). He continued that educators study "the purpose of education, the nature of knowledge, the social context of and the development of the learner" (p. 133). Squires described these curricula as contentious areas and subject to political pressures. He observed:

> The kind of epistemological issues include . . . the nature of professional decision-making, the balance of routine and contingency, the relationship between organized knowledge and accumulated experience or transmission of novice to expert are not only of common interest to all professionals but have a bearing on the way they train and retain their members" (p. 134)

He concluded from these criteria that teaching is a profession, and should be recognized as such.

Other writers have also explained why they feel that teaching is a profession. Bailey, Curtis, and Nunan (2001) explained some criteria for determining teaching as a profession:

1. The existence of advanced education and training
2. The establishment of standards of practice and certification
3. An agreed upon theoretical and empirical base
4. The work of people within the field who act as advocates for the profession. (p. 13)

In England, teaching is not yet recognized as a profession. Steps are being taken to ensure that this will soon be so (Craft, 2000; Sayer, 1996). Although there is a General

Council, teachers in England and Wales do not have a professional body or powers to exercise professional responsibilities (Sayer, 1996). Sayer argued that, "for teachers to gain professional status, they must be accepted as the whole educational service" (p. 13) and recommended that a governing body be established to provide the necessary public recognition that teaching deserves and that it not be administered by a government department and civil servants. He elaborated, "Of the major professions, only teaching (in England and Wales) has been without a statutory professional council able to exercise proper influence on the quality of the service to be expected" (p. 17).

This position has changed recently. Craft (2000) confirmed that "the general teaching council, when formed, "will have a role of fostering professional development in relation to teaching standards. Part of its role will be to lay down a code of conduct, including professional development (in England)" (p. 6).

In Canada and the United States teaching is already recognized as a profession. In Canada education is a provincial responsibility; in the United States it is a state responsibility. In Alberta there is a Declaration of Rights and Responsibility, standards for training and practice, and certification (Alberta Teachers Association, 2001). In the United States 49 states (except Iowa) have established teaching standards for certification (Public Education Network, 2000a, 2000b). In Germany and Japan teaching education is a state [*Lander, Monbusho*] responsibility. In Germany as in Ireland, teachers' professional development is voluntary (OECD, 1998).

## Teachers' Professional Development

To put the professional development of teachers in perspective, it is necessary to look at its history and its future. Speck and Knipe (2001) provided a short history of professional development. They confirmed that it was not until 1957, when the Soviet Union launched Sputnik and the space race began, that educators thought that "it was important for teachers to be professionally current" (p. 207). They maintained in the 1970s, the extent of professional development was when some principals decided that "it would be good to share information gained at conferences." In the 1980s attention was placed on "how teachers learn and apply their knowledge in the classroom" (Speck & Knipe, 2001, p. 209). In the 1990s the need for transformation of schools and "reform movements, clearly recognized the need to emphasize the central role of professional development" (p. 211).

Craft (2000) described the traditional method of teachers' professional development. She included "all forms of professional learning undertaken by teachers beyond the point of initial training" (p. 9) as professional development, "formally known as inservice education and training (INSET) and now Continuing Professional Development (CPD)" (p. 6). She contended that reasons for CPD include extending the experience of the individual teacher for career development and promotion, to developing professional knowledge, extending personal education, making staff feel valued, promoting job satisfaction, and enabling teachers to prepare for change.

Craft also explained the traditional course-led models of professional development, which included but are not limited to "staff dominated by off-site courses," "not being linked to the needs of the department or schools," "being undertaken on a

voluntary basis and not undertaken by those with the greatest need," "having limited impact on practice," "being random in terms of participation and content," "offered during the school day, . . . therefore disruptive on teaching," and "not being able to satisfy the participants very well" (p. 12). She listed recent changes in professional development. Squires (1999) added, "It is important to recognize continuing professional education happens not only formally through attendance at courses, workshops and the like but informally through everyday contacts and activities and self-directed learning (p. 139). Craft 2000, and Bailey et al 2001, also describe what is to be included as professional development

## Inclusions in Professional Development of Teachers

Professional development may be described by its specific inclusions. Craft (2000) generalized that it is "sometimes used in a broad sense and is seen as covering all forms of learning undertaken by experienced teachers." (p. 9). For Craft, professional development opportunities specifically included "coaching, projects, job rotation, reading, peer tutoring, training, distance learning, giving presentations, helping other staff, in-house courses, external courses" (p. 107).

Bailey et al. (2001) talked about the breadth of items to be incorporated as professional development and included in portfolios as evidence of work. These were "teaching philosophy, details of courses, video recordings, feedback from learners, examples of learners work, teaching materials produced, professional items written, teaching and learning presentations, conferences attended, committee work" (p. 288). They also included as professional development "peer observation, action research, teaching portfolios, teaching journals, case studies, coaching, reflective teaching, self

awareness and self observation, video for professional development, language learning experiences and mentoring" (Bailey et al., 2001, p. 239). Rapid changes in educational technology and government funding resulted in new developments in the way that professional development is done.

## Change and Professional Development in Teaching

Several environmental factors have resulted in changes to the way professional development is done (Alfano, 1994; Bennett, 1996; Cheeatow, 1997; Sayer, 1996; Shapiro & Levine, 1999; Spence, 1996). With changes in technology, teachers, like everyone else, must keep current. Governments and society are demanding more from educators, and students' attitudes have changed. Bennett commented, "Many changes facing schools today . . . have been initiated through legislative pressure with a powerful coercive element" (p. 55). He asserted that "educational reformers at government levels would argue that an external compulsion to change (usually legislative), occasionally resource driven, is necessary to force people into a new situation within which they will eventually experience an attitude shift" (p. 51).

Spence (1996) agreed that institutional change in schools, forced by educational reform, has caused changes in the way schools are run (as a business) and change in role has uncovered reasons why inservice must now include fund-raising techniques, financial management and trust in teams, community service, and school-industry links. Shapiro and Levine also commented on change. They concluded, "Higher education is not immune to market forces, technological innovation and an emerging globalization of access and resources" (p. 14). Spence agreed that a "more entrepreneurial kind and more akin to business affairs have had to be acquired by those who manage" (p. 81).

These forces make it necessary for teachers to find methods of coping with change, especially with the changing student body. Shapiro and Levine explained, "Students who come to college and universities today reflect a greater diversity of experience, ethnicity, expectations, and preparedness than ever before, and institutions need to be ready to face the challenges these students bring with them" (p. 2). In addition,

> New teaching and learning technologies are forcing a redefinition of the college experience and campuses have been responding to the calls for change by restructuring, reorganizing and re-engineering. College administrators are beginning to talk the language of business community, strategic planning, customer oriented programs, entrepreneurial activity and bottom line productivity sometimes defined as increased enrolment, retention and student achievement. (p. 2)

As a response to change, Katz (1999) recommended:

> Faculty will need to be encouraged to receive their roles to become designers of learning experiences, processes and environments. Such a reconception of roles must be accompanied by a rethinking of the incentive system for faculty participation in courseware developments and production. (p. 120)

Katz saw this as positive and wanted schools to "communicate and act in ways that encourage campus to embrace change as its greatest source of renewal" (p. 120). Spence (1996) commented, "If we see teachers as professionals, the scope of the issues is widened and the focus is more system-oriented to include decision-making, thinking about practice and professional knowledge over a range of issues wider than purely pedagogical." (p. 87)

To counter this movement, Cochran-Smith and Lytle (2001) advocated an "inquiry stance on teaching" as a new vision for professional development; "teaching practice constructs rich leaning opportunities (p. 46). They discussed three conceptions of teacher learning related to professional development:

1. "Knowledge for practice," as formal knowledge and theory
2. "Knowledge in practice," as practical knowledge and reflections bring wise judgments
3. "Knowledge of practice," which promotes that "inquiry related to practise" and what teachers can learn from inquiry within communities. So professional development "working together to construct knowledge of practice" is pedagogical. (pp. 45-56)

Cochran-Smith and Lytle argued that, "when wholesale participation in specific professional development programs is mandated at the school level or school system, or when it is scripted in certain ways, it becomes a substitute for grass roots change efforts" (p. 55). Other responses to change include the need for responsibility and accountability. Craft (2000) advised "careful needs analysis," "a broader view of inservice," a concern to "ensure individual needs are addressed," "appraisals to inform the planning of professional development," effects of professional development on practice," and portfolios "providing a structure for planning development work" (p. 13). This practice will also necessitate changing professional development models to include assessing needs in an efficient manner. Needs may be determined through the use of needs assessment instruments.

## Models of Assessing Teachers' Needs and Accountability

Craft (2000) advocated an "audit" to identify needs. This audit begins with formulating an inventory of needs, followed by discussions, interview appraisals, reviews to come up with a list of competencies. It "provides one tool for identifying and attempting to reconcile both individual and institutional needs" (p. 64). She wanted "evaluation for accountability, for improvement, for public relations and good practice, and decision making, for needs diagnosis for exploration" (p. 83). Craft reinforced the fact that individuals are part of a larger organization. Therefore,

> evaluation for purposes of accountability will tend to focus on satisfying the demands of those providing funding whether or not resources have been used effectively; . . . evaluation for development purposes however tend to include a stronger formative element and more likely to be woven into a project or change. (pp. 83-84)

Craft's methods of evaluating professional development include questionnaires, interviews, observation of teaching, clinical supervision, analysis of documents, and diaries.

Others writers reacted to environmental changes by forming *professional development schools* (Blandford, 2000; Clark, 1999); *leadership schools, effective schools, and learning communities* (Shapiro & Levine, 1999; McLaughlin & Zarrow, 2001; Speck & Knipe, 2001). Professional development schools "provide a clinical setting for preservice education, engage in professional development for practitioners, promote and conduct inquiry that advances knowledge and provide an exemplary education for a segment of P-12 (preschool through twelfth grade)" (Speck & Knipe, p. 9).

McLaughlin and Zarrow (2001) provided an example by explaining how professional development was conducted in some schools. The Bay Area School Reform Collaborative (BASRC) formed in 1995 used a "school-based cycle of inquiry." This model begins with the formulation of a broad problem statement, which is afterwards redefined to focus on specific areas. From this redefined problem measurable goals are identified and a concrete action plan is built. Authorities take action, analyze the results, and begin the process again.

In planning, "teachers receive training in asking probing questions, developing an accountability framework to guide their school cycle of inquiry and constructing

standards against which to measure their schools progress in their focused reform efforts" (p. 81). They promoted community learning because learning was a social process" (p. 99), and effective professional development was a response to "the fragmented professional development hodgepodge teacher experience" (p. 99).

McLaughlin and Zarrow reported that "evaluating the portfolios with [other] teachers around the bay area was the best professional development they had ever had" (p. 81). They also noted that "observations of relations among BASRC schools suggest a different perspective of policy, one routed in communities of practice as sites and sources of teachers' learning" (p. 99). They concluded that "data and evidence" about practice must be included as part of "good" professional development.

Another way of dealing with change was advocated by Speck and Knipe (2001). They acknowledged that "the key forces in current research forces affecting professional development are the standards and accountability movement, systems thinking, constructivism and understanding brain-based learning" (p. 214). Clark (1999) advocated action research as a solution. Blandford (2000) supported performance management and learning communities and explained, "A learning community is comprised of individuals each of whom, in addition to performing his or her duties, has opportunities for learning" (p. 8); and learning organizations are sustained by learning communities. Shapiro and Levine (1999) suggested that, "regardless of the campus or context for introducing learning communities, the principle of tangible rewards and recognition is important" (p. 96). Regardless of how teachers decide to deal with change and their professional development, consideration must be given to the fact that they are adults and have to be treated as adults.

## Instructors as Adult Learners

Instructors and teachers are adult learners, and this has implications for their professional development and those who plan it. Knowles (1990) emphasized that adults are motivated to learn what they want and how they want. Time is at a premium for adults because they have responsibilities within and outside of the workplace (Knowles, 1990). Cranton (1989) confirmed that "the adult learner is usually self-directed or moving towards self-direction. The adult prefers to have input into or responsibility for what he learns" (p. 49). It follows that instructors will continue their education as they decide on their needs and interest. Planners need to know what instructors need as professional development, and therefore assessment of needs is essential before programs are planned. In some cases attention is not placed on determining needs and matching activities with those needs (Langenbach, 1988). Although needs assessments are helpful, Queeney (1995) stated that they do not of themselves guarantee success of any program.

OECD (1998) has reckoned that, regardless of activities offered, teachers must take ownership and control of their professional development because it cannot be legislated. Freedman (2001) found that teachers "took different routes to learning (p. 204), and they chose to avoid difficult issues but shared their knowledge. This confirmed that teachers are self-directed and will learn on their own terms. Instructors as teachers are lifelong learners. Professional development is a part of lifelong learning, so I began my conceptual framework with this concept.

## The Conceptual Framework

The framework developed for this study (Figure 1) assumes that lifelong learning includes the entire learning environment, both formal and informal. People begin learning from the first breath of life and continue until close to death. In the West, formal education begins early in life, and informal learning occurs throughout life everywhere. Professional development includes both formal and informal learning.

Dunlap (1998) agreed that, "in a climate of rapid change, increasing innovation, emerging technologies, and proliferating knowledge, lifelong learning is a necessary professional development objective" (p. 1). Those who intend to keep up with professional responsibilities must continually keep up to date on new developments in technology and their areas of expertise. Instructors may take courses on andragogy, pedagogy, or other skills. Imel (1990) suggested that, "whether you work collaboratively or individually, you should be involved in identifying your professional development needs and in deciding what strategies to use to address them" (p. 1). If colleges want to create programs to assist instructors to keep up to date, they must first find out what instructors' needs are and then try to address them. College administrators are aware of new developments in technology, teaching, and learning. Most specify funds in their budgets and provide direction for professional development. However, there are some serious issues that must be addressed.

## Professional Development Issues in Higher Education

The framework (Figure 1) shows that lifelong learning is accomplished through formal and informal learning. Some learning is necessary for professionals to keep up to date, but there are sometimes barriers and issues around professional

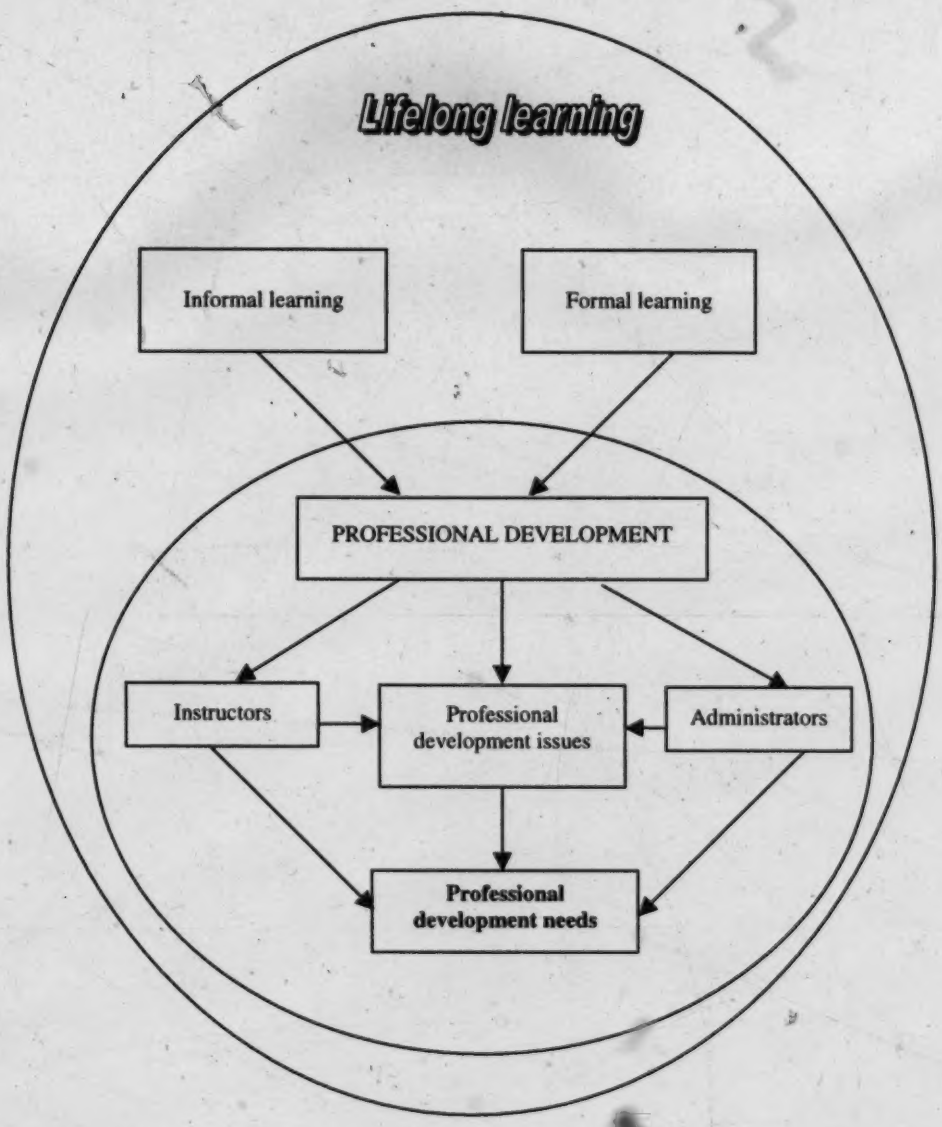


*Figure 1.* Framework for professional development.

development. Salmi (2000) listed three major challenges of higher education leaders who are "introducing new reforms and innovations, . . . intertwined new challenges which bear heavily on the role and functions of higher education: (a) globalization, (b) the growing importance of knowledge, and (c) the information and communication revolution" (p. 1). Salmi advocated radical changes in training needs, new forms of competition, and new configuration and modes of operation. Cheeatow (1997) concluded that "[college educators] must also cope with the significant change in the characteristics of student populations, in the expectation of the community, in the demands of special interest, and in the nature of public policy, pedagogical theory and professional practice" (p. 4). Instructors will need to overcome barriers and issues that could affect their professional development. Both instructors and those who plan professional development programs have concerns which may hinder instructors' professional development.

**Instructors**

Some professional development programs are not working well and not meeting instructors' needs. Cheeatow (1997) referred to instructor burnout, depression, and emotional fatigue and conceded that "it is arguable that professional development efforts have failed to address these needs, a particular significant shortfall in the context of an aging faculty profile (p. 2).

Foley and Clifton (1990) studied factors that influenced instructors' willingness to participate in professional development at Red River Community College in Winnipeg, Manitoba. They suggested that administrators play a key role in determining staff development participation rates by making funds available and encouraging staff development. They found that "little effort was made to assimilate or reconcile the

contradictory explanations for the success and/or failure of programs, or to develop and test models for the prerequisite for successful staff development programs" (p. 47).

One significant finding was that

> instructors who had taught in the college for longer periods of time were less involved in individually initiated staff development activity than were the instructors who have taught in the college for a shorter period of time. . . . And if they needed staff development to improve their performance. (pp. 55-56)

Karpiak (1996) addressed another issue when she conducted a qualitative study of mid-career and midlife faculty. She wanted follow-up on her studies of fifteen men and five women, aged 41 to 59, in the arts department of a Canadian university. Two major themes that emerged from her study were the need for relationships, communion, and community, and the importance of *mattering*. She revealed the following:

> The development and individual perspective encourages administrators to consider faculty in light of the significant changes that they may undergo throughout the course of their academic career, not merely the surface changes such as greater subject knowledge and teaching skills but deeper changes that involve possibly the total personality. (p. 73)

The participants called "for a more humanizing, responsive and caring academic environment for themselves and for others" (p. 74). There may be many reasons for the lack of a human touch in dealing with mid-career personnel. The findings revealed several issues and needs which could be addressed through professional development. Those cited were "the undervalue of teaching as a vocation, non-caring university administrators, reflection in career progression, external personal relationships, impediments to research, failing health, adapting to change and the question of self knowledge" (p. 49).

Another professional development issue to emerge from literature is the effect of stress and the possible need to address this problem as part of professional development. Grant, Ali, Thornsen, Dei, and Dickie (1995) studied occupational stress among Canadian college educators in Ontario. Although a program was in place, "faculty members were aware of the stress prevention program and other professional development opportunities; their participation rate was poor, particularly those who needed the services the most" (p. 6). This finding agrees with Foley and Clifton's 1990 study on college instructor participation in staff development and is a major concern.

Gillett-Karam (1999) studied training of chairs at community colleges and created a skills development program for chairs. She stated, "Burnout and stress are occupational hazards on the job that frequently takes its toll on individuals' personal lives, health and outside commitments" (p. 5). A needs assessment revealed that chairs also were responsible for instruction, but had no staff development program that addressed their needs. Foley and Clifton (1990) concluded that administrators pay a major role in encouraging staff development activity.

## Professional Development Planners and Administrators

Who are these people, and what do they do as professional development planners? Wilcox (1998) was cognizant of the fact that these people are called by many names. Canadian universities sometimes call them *instructional and faculty development* people. But other names are also prevalent in literature. These include *staff development, organizational development, academic development, and professional development officers*, all of whom Wilcox termed *educational development officers*.

To study the characteristics of planners of professional development, Wilcox (1998) surveyed 25 education development officers (as she referred to them) from sixteen Ontario universities. In her discussion of the findings she stated that educational developers promoted faculty as being at the centre of the development process and were "frustrated when faculty do not seem interested in taking responsibility for educational development." (p. 95) Yet, she continued, although they "should be prepared to do anything that may improve the environment for teaching and the quality of teaching in the university, [they had] insignificant real power, in terms of direct authority or staff resources to implement change" (p. 95). Both instructors and those who plan professional development appear to be frustrated. Frustration is another issue to be addressed.

Wright and Stammer (1996) recognized that barriers to change exist and affect staff development. They cited fears of the unfamiliar, of technology and its implications for teaching and learning. As strategies to overcome these fears, they emphasized that management should be proactive, creating vision and providing support to instructors. These are serious concerns.

Administrators have a definite effect on planning and participation in professional development activities, especially if they promote benefits and reward of the program. Foley and Clifton's 1990 study revealed:

> A favorable perception of the administration climate enhanced participation in frequency activities and was positively related to participation in hours activities, could be interpreted to mean that if instructors saw that the workplace valued and facilitated the achievement of work goals, they were more willing to participate in staff development activities. . . . And if they felt they needed staff development to improve their performance. (p. 56)

Pearce, Hein, and Donaldson (1998) surveyed 53 English-speaking member universities of the Canadian Association of University Continuing Education. They

wanted a profile of university continuing educators and "were pleased to learn that continuing educators really do value lifelong learning (p. 55). The characteristics of planners of staff development may also have an effect on the programs they offer. The roles include selection of programs and are based on models of professional development. The models selected may have something do with how planners of professional development discover and interpret professional development needs.

**Professional Development Models in Higher Education**

Zuber-Skerritt (1992) described four models of professional development. The first was the "professional service model," which elaborates on the use of audiovisual, computer, instructional development, and evaluation centres. Second is the "counselling model," in which counsellors, mostly psychologists, provide assistance to students and teachers. The "collegial model" specifically assigns staff to solving new problems. Zuber-Skerritt sanctioned an "eclectic approach," (p. 164) which includes the above three models and said that it is needed in higher education to respond to the unique demand for each situation. One eclectic model in particular, the CRASP (Critical Attitude, Research, Accountability Self-Evaluation Professionalism) model was recommended by Zuber-Skerritt because this model seems more stimulating and rewarding for those committed to professional development. It affirms that each instructor must reflect on his or her practice, and this may stimulate improvement in practice.

Baiocco and DeWalters (1998) recommended that "any approach to teaching development we believe ought to incorporate mention of adult development socialization theory and cognitive development" (p. 253). The model they proposed is called "a collegiate developmental network: template for teaching development initiatives." This

model proposes that planning includes an institutional plan, a departmental plan, and an individual plan. They distinguished that "faculty needs are often problem centred, while faculty development programs are typically topic centred" (p. 264). They believe that "the best way to individualize development is to allow faculty to have a say in the selection of instructional problems of interest to them rather that dictating a prescribed sequential curriculum (p. 268). Some problems that they cited were unprepared students, cheating, assessment (evaluation), poor attitudes, personal attacks, credibility, and grade grubbing (pp. 237-245). Although a good model for addressing teaching problems, this model does not seem to address the update needs of most instructors.

Nowlen (1988) discussed three models of professional development. The first, the update model, was meant to keep professionals up to date in their practices by using "didactic short courses" (p. 23). The rationale was that keeping up was the stimulus that would drive professionals to continue education. "This does not include socio-economic maturing abilities, intellectual abilities or interpersonal abilities" (p. 20). The second model he discussed was the competence model, which includes "refreshers and updates, new roles preparation, skills of mind and applied human relations as around job function analysis" (p. 32). The drawback to this model is that it ignored "competence in personal affairs and yet absence of knowledge, skill and maturity in managing private lives unfailingly affects the performance of business and professional people" (p. 60). A third model is called the performance model, which Nowlen described as a type of *triage*. It focuses on self-assessment and performance and anything that has an influence on performance. It suggests that competence must be linked with update and performance and anything that affects performance. Nowlen recommended that the model be included

in planning professional development for the professions. It was used as an exemplary professional development program for those I interviewed. The difference is that those whom I interviewed wanted computing skills as a separate component of professional development.

One way of trying to determine the characteristics of an exemplary staff development program is to study how other programs work. The Virginia Tidewater Consortium for higher education has been in faculty development for the past twenty years (Dotolo, 1999). They now have a well-organized program which operates as the Summer Institute on College Teaching. What the consortia found was a demand by faculty for programs centred on college teaching and learning. Dotolo remarked, "It is clear that the majority want to improve their teaching and want to learn more about teaching and learning" (p. 53). In planning this consortium, they included faculty representatives to serve on committees to determine the programs to be offered, and the institutions shared expenses. As well, they devoted time to sending out notices well ahead of time, which worked very well for them (Dotolo, 1999).

The University of Adelaide (1998) has a comprehensive professional development policy that speaks of a "strong commitment to excellence in teaching, research and scholarship" (p. 1). It defines professional development as referring to "policies, procedures and activities which will assist staff to meet their personnel, academic or professional needs" (p. 2). The university recognizes that "individual needs and organisational strategy should be linked and that organisations have an ethical responsibility to ensure that obsolescence of employee skills does not occur" (p. 2).

Baiocco and DeWalters (1998), in their national survey of faculty development, "highlighted the spotty record of success of traditional faculty development" programs. They proposed a "template for teaching development initiatives, which includes an institutional plan, a departmental plan and an individual plan" (p. 249). They advocated "credentialing or certifying those who participate in teaching development" (p. 250) as an incentive.

One recommendation that was adapted by many professional development planners was the use of needs assessments.

## Needs Assessment

A review of literature suggests that many needs and issues around professional development must be addressed. For a successful staff development program, policy must be in place that will encourage instructors to buy into the program, which would be a shared effort. For this to happen, all stakeholders must be involved in planning staff development. Planning should involve making opportunities available, considering constraints and concerns, and identifying issues and preferences of instructors. If instructors and college administrators responsible for these issues address them, they may develop a shared vision of staff development which will enhance instructors' overall professional development (Imel, 1990; Witkin & Altschuld, 1995).

Land (1984) conducted a survey research to identify the status of needs assessment in instruction. He found that, where needs assessments were conducted, they influenced institutional priorities and the development of new programs in response to those needs. On the other hand, Reed's (1980) study using a survey instrument to determine occupational program needs had different results. He observed that the results

of the survey pointed out a major gap between attitudes concerning what should be done and what was actually done. Reed concluded that a systematic needs assessment is desirable by administrators and was not widely used in two-year colleges.

Cooper (1983) conducted a study about faculty development needs. She wanted to determine the needs of community college health occupations with a desire to bring about curriculum changes in these occupations. She found that there were diverse needs and special interest in new educational approaches. Cooper recommended that there be time management and interdisciplinary content for the health sciences and multisensory instruction.

Peterson (1985) administered another survey instrument to identify instructional needs of 34 community colleges. Although he found subject matter and instructional strategies highly ranked, many had not completed teacher training or attended inservice training in their last five years of teaching. Pansegrau (1983) sought teachers' perspectives on inservice education. After conducting several interviews and conversations with professionals, she postulated that "teachers participate in activities both of a formal and non-formal nature in order to satisfy certain needs which range from lower level deficiency needs to higher level growth needs (p. 160). She found that, "although participation in an activity may satisfy more than one need, usually there is a dominant need which the teacher desires to have satisfied and which counts for his [her] attending one activity rather than another" (p. 160).

Queeney (1995) agreed that needs assessments were necessary and wanted them implemented before program planning because they would substantially increase certainty about the appropriateness of a program. She advised that, because changes

occur continually, needs assessments should be ongoing. She also warned that needs assessments do not necessarily guarantee the success of a program.

## Summary of the Literature

The role of community colleges is changing in response to the calls for accountability, technological changes, and changes in the types of students who attend those colleges. This change has implications for instructors and their professional development. Instructors as adults are lifelong learners. They are, in several ways, akin to teachers. Because both are educators, they have some common interest in professional development. Both follow traditional professional development activities, but it would seem that teachers are now doing more action research.

From a review of literature there seems to be evidence that instructors have concerns and needs regarding their professional development. Cohen and Brawer (1989) succinctly confirmed that

> like members of any professional group, most instructors would like to improve their working conditions. They want more professional development opportunities, sabbatical leaves, grants for summer study, provisions for released time, laboratory assistance, readers and professional aids and other support services. They would like better students too, more highly motivated and with stronger academic backgrounds; they would like better instructional materials. Many are not satisfied with textbooks, laboratory materials, and collections of readings that they are using in their classes. Many want more and better laboratory facilities. Brawer and Friedlander (1979) reported these findings and Seidman (1985) corroborated them. (p. 84)

Some studies revealed that professional development was sometimes ignored, and instructors failed to participate. Planners of staff development were frustrated when instructors did not participate, and because of limited resources or authority, their hands were tied when it came to innovation. Other studies show that, even after needs

assessment was performed, participation was still poor. Mid-career faculty were disillusioned with the way they were treated and hoped for more caring administration. Some studies showed that instructors were very accepting of their professional development responsibility and eager to continue learning.

Newer studies on teaching and teachers revealed a different approach to professional development by involving entire schools as learning communities, effective and professional development schools. I explored the traditional types of activities that teachers undertook as professional development, with emphasis on professional development on action research, school-based inquiry, and self-awareness and self-observation. New technologies and a new type of students also influenced professional development. The role of teachers as professionals was also discussed.

I examined some professional development models from the literature on higher education and used it to prepare a framework for examining the professional development needs of instructors. I ended the review with results on studies on needs assessments that show that needs assessments are important in planning any professional development program.

In the next chapter I have described the research design, the respondents, and the data-collection and data-analysis methods.

# CHAPTER 3

# RESEARCH DESIGN

In this section I have described the method that I used to arrive at an understanding of professional development needs of college instructors and to discover how these needs may be met. Much of the existing research used survey questionnaires designed to accumulate data, using some sort of predetermined options from which respondents had to evaluate their levels of need (Land, 1984; Parks & Keim, 1995; Parker, 1996; Peterson, 1985). Sherry and Morse (1996) called this "forced choice design" when they administered a telephone survey to a target audience of sixteen educators to determine the greatest training needs in the utilization of distance education (p. 1). This method is not designed to capture the whole meaning and experience of the respondents. In this study I wanted to discover the personal needs and concerns encountered by instructors around professional development. Hence the study was qualitative in nature, carried out in a naturalistic setting to determine instructors' needs and concerns. Interviews were the principal method of data collection. Details of the research design are provided in the following sections.

## Method

I believed that a naturalistic study would best determine the meaning and perspectives of professional development to instructors and identify their professional development needs. This type of study would unpack and reveal deep meaning of the participants' experiences. I believed that interaction between the respondents and me had to be contextual. Instructors are individuals with unique experiences and background, and

this method was meant to sort out their professional development needs from "thick" descriptions provided through interviewing. This is why I needed to get close to the respondents to obtain explanations through interviewing and interpreting the data using qualitative analysis.

Strauss and Corbin (1990) described qualitative research as, "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (p. 17). They further explained that, "it can refer to research about persons' lives, stories, behaviour, but also about organisational functioning, social movements or interactional relationships" (p. 17). Berg (1995) denoted that "qualitative research refers to meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things" (p. 3). In seeking to answer research questions, qualitative researchers "are most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles and so forth" (p. 7).

Qualitative research captures emic (insider) as opposed to etic (outsider) views of the phenomenon that one is studying; this is why I selected interviewing as the data-collection method. Denzin and Lincoln (1998) also observed that "qualitative researchers study things in their natural settings attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them" (p. 3). As a researcher, "the observer can focus on the ways in which members of the life world themselves interpretively produce the recognizable, intelligible forms they treat as real" (Holstein & Gubrium, 1998, p. 139).

All these characteristics applied to this study. Therefore, the foregoing was justification for a naturalistic study. Guba (1981) indicated that the naturalistic paradigm "rest[s] on the assumption that there are multiple realities, that inquiry will diverge rather than converge as more and more is known, and that all 'parts' of reality are interrelated" (p. 76). Interviewing and interaction with respondents facilitated partial discovery of their reality. Glesne (1999) asserted, "In the interpretative tradition, the interview can be the sole basis of the study or it can be used in conjunction with data from participants' observation and documents" (p. 68). Data collection and interpretation through interviewing are dependent on the researcher's background and beliefs and can affect the results of the research.

## Ontology

As a postpositivist with a proclivity towards critical theory, I believe reality is relative. I believe each person is unique, with his or her own values and beliefs which are moulded from life experience and background, culture, spiritual beliefs, ethics, values, teaching, and learning. To me this means that each person is in a state of change as he or she moulds his or her own reality. I believe in creation and in God. I believe God gave people free choice so they may create their own realities. Although I believe in destiny, I agree with Hamilton (1998) "in the capacity of human beings to define and achieve their own futures . . . and the deployment of practical reason" (p. 123). I believe people see things differently, and they construct their realities. Holstein and Gubrium (1998) confirmed, "Social reality is situationally and artfully constructed. This is accomplished in related and concrete interpretative parameter" (p. 146). Therefore, I believe multiple realities exist, each of which is valid and has its own rights. In this study I expected to

find multiple truths when speaking with instructors. There may have been some congruence and common characteristics among planners and instructors, but I also expected to find differences among them.

## Epistemology

As I conducted this study, I was an educator as well as the inquirer and the research instrument. I interviewed educators who had some common interest in the subject of the study. The epistemological stance was to try to separate respondents' realities from my own. However, this independence was not always achievable. Each respondent had his or her own reality because of choice, and I understood and interpreted those realities as they were explained by using my knowledge and experience in the field. What I found were probable facts, which may be confirmed in later studies. If replicated, changes in circumstances could provide different results; but, although some people's experiences may be different, others may have similar experiences with professional development and may be able to relate to the study. For me, preservice training was not sufficient, and I felt that I needed continual learning to develop and improve my instructional skills. What may be true for me may not be true for another person. What became known emerged from the data as these data were carefully gathered and analysed.

Interviewing and interaction with the respondents helped me come to a better understanding of instructors' perspectives of professional development needs. The general and specific research questions were intended to find meaning of the phenomenon. The findings were inductive, and derived from the data (interviews). To find this meaning I used two sets of questions to guide the interviews.

## Data Collection

To fully investigate the research questions I needed to inquire with the people who planned professional development programs and instructors who used these programs to fulfill some of their own professional development needs. To find out what was missing—"the gap"—I needed to know what was offered at colleges. The information was obtained through this naturalistic study.

Naturalistic studies require that data be collected in the natural settings of the respondents. I conducted the interviews at instructors' workplaces, in their offices at their colleges. Guba and Lincoln (1998) describe the process as

> doing inquiry in more natural settings, collecting more situational information, and reintroducing discovery as an element in enquiry and, in the social sciences particularly, soliciting emic viewpoints to assist in determining the meanings and purposes that people ascribe to their actions, as well as to contribute to *grounded theory*. (p. 205)

I prepared two interview guides, one for those who plan professional development activities (Appendix A) and another for instructors (Appendix B). I referred to literature and some models of professional development to help me prepare the questions which guided the interviews. Interviewing is a common method of data collection. This method was suitable because the researcher is allowed to get close to the respondents and look for deeper meaning. Further, the collection method fitted the research question and method and provided the meaning I was trying to discover.

## The Pilot Test

I conducted a pilot test of the interview guides (Appendices A and B) with three colleagues at an Edmonton institution in October 2000. From their responses and suggestions I made revisions. Glesne (1999) indicated that "questions may emerge in the course of interviewing and may be added to or replace the pre-established ones; this process of question formation is the more likely and the more ideal in a qualitative study" (p. 68). Therefore, some questions were changed for clarification purposes as the interview progressed. Once I pilot-tested the interview guides that I had developed (Appendices A and B) and refined them, I proceeded with the interviews after obtaining the necessary ethics review and permission to conduct the study.

## The Respondents

The respondents were chosen from the two-year colleges and technical institutes in Alberta, Canada, as listed by Alberta Advanced Education and Career Development in its 1998/1999 Annual Report (Alberta Learning, 1999). The colleges operate under the Colleges Act, Chapter C18, Revised Statutes of Alberta, 1980, as amended. Institutes operate under Technical Institutes Act Chapter T-3.1, Statutes of Alberta, 1981. These colleges and technical institutes are members of the Alberta Colleges and Institutes Faculties Association (ACIFA), the association that speaks for and represents all public colleges in Alberta.

As its mission statement declares, ACIFA (1999) "is a representative professional association that acts as the provincial voice for its members—the academic staff association of Alberta's colleges and technical institutes" (p. 2). One of the organization's objectives is "to promote professional and economic interest of post-secondary educators

in colleges and Technical Institutes in Alberta" (p. 2). The ACIFA membership is now 18 (Alberta Learning, 1999, Appendix 111, p. 175).

For convenience I selected a purposive sample of respondents from three colleges of the ACIFA membership: one from those with enrolment of less than 1,000 full-time-equivalent students, another from those with enrolment between 1,000 and less than 3,000, and the third from those with enrolments of over 3,000 full-time-equivalent students. The Advanced Education and Career Development 1998/1999 Annual Report, (Alberta Learning, 1999, Appendices VI & VIII, pp. 178 & 180), provided equivalent full-time enrolment at postsecondary institutions. My intention was to include colleges of different sizes from different geographical areas in the province of Alberta, and instructors from several faculties. The pilot study was conducted at a fourth institution, and those interviews were included in the study.

A call for participants from professional development planners produced volunteers from several colleges around the province. For convenience I selected planner volunteers from three colleges, first planners, and later called for instructors from faculties of those three colleges that met my criteria, to volunteer. The respondents (instructors and professional development planners) provided balance; that is, I obtained differing sides of the story, a verification of what was happening.

## Interviews

I contacted some academic vice-presidents and asked for permission to enter the colleges. For others I spoke to the professional development officers, who in turn used college e-mail to contact staff to ask for volunteers or publicized the study verbally in coffee rooms and meetings on their campuses. Respondents replied directly to me by

e-mail and provided their telephone numbers. I followed up verbally by inviting respondents to participate, followed this invitation through by e-mail with a consent letter and a copy of the interview questions (Appendices A, B, and D), and described how I intended to conduct the interviews. That gave respondents time to think about the questions and to prepare for the interviews. The questions also facilitated the interviews and clarified with probing questions which were asked if the original questions did not sufficiently solicit enough information. I began interviewing in November 2000. These were semistructured interviews. In all, I interviewed thirteen instructors, four professional development planners, and one person who supervised professional development planners.

Fontana and Frey (1998) noted that a structured interview occurs when "an interviewer asks each respondent a series of pre-established questions with limited set of response categories" (p. 52). This type of interview is "aimed at minimizing errors" (p. 53). Fontana and Frey suggested that "interviewing is one of the most common and most powerful ways we use to understand our fellow human beings" (p. 47). The voices of the respondents expressed their feelings and facilitated interpretations and understandings of meanings. These meanings were captured in my personal notes as I conducted the interviews.

I kept a journal in which I described my immediate impression, my reaction, and any matters of importance concerning interviews that I conducted. While I was at the interview sites, I also obtained published information such as professional development policy statements, manuals, and guidelines from the administrators or those who plan professional development.

I expected the interviews to last about 45 minutes to an hour, and most took more time. A few lasted a little more than an hour. For further clarification, if needed, I contacted participants by e-mail and on the phone and received very timely responses. I conducted some interviews after the final-semester exams in December 2000. This was good timing for instructors who had just finished marking their exams. I had sufficient time to clarify statements and positions of the instructors as I captured the experiences of persons involved in professional development as it is lived rather than how others may have perceived it. The last set of interviews was conducted in January 2001.

I transcribed all the interviews soon after I conducted them. At the time of the interviews I asked respondents if I could send them a copy of the transcription by e-mail. I requested that they confirm the contents of the interview and correct as needed. Once I received their confirmation of the accuracy of the transcripts, I was ready for data ordering and analysis.

## Data Analysis

The interviews were analysed by looking for themes in a systematic manner. Glesne (1999) advised researchers to

> consistently reflect on your data, work to organize them and try to discover what they tell you. Writing memos to yourself, developing analytic files, applying rudimentary coding schemes, and writing monthly reports will help you to learn from and manage the information you are receiving. (p. 130)

Glesne recommended, "Begin with files organized by generic categories such as interview questions, people, places . . . and later create specific files on special processes" (p. 131). I used Glesne's techniques as well as those described by Strauss and Corbin (1990) for analysing data because they were very suitable for this qualitative study and

helped to discover what was really going on in the professional development lives of instructors.

Strauss (1987) used the concept indicator model for data analysis for comparing and coding data. The method is based on comparative analysis of experiential data, which begins as soon as the researcher commences data collection. I transcribed my data as soon as possible after I conducted the interviews. I began with the first two interviews. Pieces of data stood out as possible indicators, as similarities and differences emerged. The indicators were compared with the next piece of data (for me this was the transcript of the next interview) and so on.

As indicators emerged and became more prevalent, they were named as categories. The naming of categories is termed *coding*. This specific type of coding is called *open coding* (Strauss 1997). The categories were compared with other pieces of data until a concept was formulated. Strauss described these indicators as "actual data such as behavioural actions and events, observed or described in documents and in the words of interviewees and informants" (p. 25).

As these indicators were compared, I coded them by naming them as categories. By using "comparisons of indicator to indicator, the analyst is forced into confronting similarities, differences and degrees of consistency of meaning among indicators" (p. 25). The result was coded categories. For the novice, such as I was, Strauss pointed out that words such as "because," "since," and "on account of" will help to discover conditions. Consequences are identified with words such as "as a result of" or "the consequence was." He stated that the coding is used to "open up the inquiry" (p. 29), as the interpretation at this point is temporary suggestions.

Another form of coding is what Strauss (1987) called *axial coding*. In this type of coding, researchers perform intense analysis around the categories to look for relationships between them. The result was core categories. Strauss described *selective coding* as "coding systematically and concertedly for the core category. The other codes become subservient to the key code under focus" (p. 33). He further stated that, "during selective coding understandably, the analytical memos become more focused and aid in achieving theory integration" (p. 33).

All these steps in analysing and coding "will help with what themes and patterns give shape to your data" (Glesne, 1999, p. 135). I used my computer to sort and accumulate data by themes and stored these themes in coded files. How I evaluated and interpreted the results was influenced by my experience and background and may have an influence on the interpretation.

I used visual aids in presenting the findings. Glesne (1999) explained that "matrices, graphs, flowcharts and other sort of visual representations assist in making meaning of data, as well as exposing the gaps or the areas where more data are needed (p. 141). Rudestam and Newton (1992) concurred that "clearly written and documented analytical summaries, the use of tables and graphs, and careful consideration, serve as the foundation of quality research, regardless of the research method used" (p. 118). In presenting, I utilized some of these visual aids to describe the participants and the process that I used to arrive at my understanding of instructors' professional development needs.

Figure 2 displays the professional development schema that guided the semistructured interviews. I began by identifying the participants' philosophy of

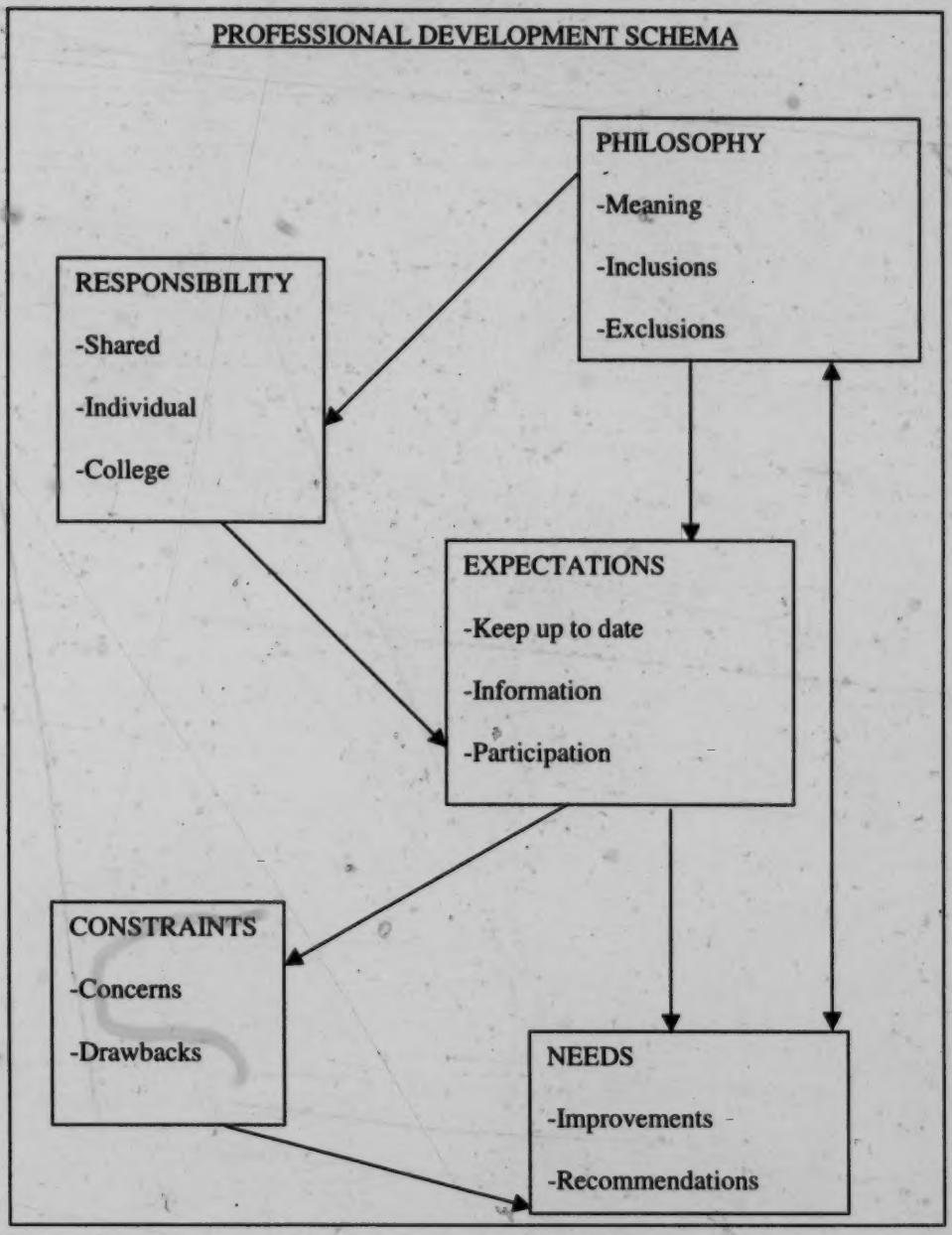


*Figure 2.* Process to arrive at professional development needs.

professional development, what it meant to them, and what they thought should be included or excluded from professional development. Next I tried to determine to what extent they felt they were responsible for their professional development. After this I wanted to know their expectations for keeping up to date, the information they required, and the extent of their participation in professional development. It was then necessary to investigate any constraints or concerns that instructors wanted to express. In the end, all this information would uncover some professional development needs of college instructors whom I interviewed and how they felt that these needs might be met through the recommendations they would make for improvement. Finally I described concerns and constraints that would inhibit keeping up to date. Instructors not only identified areas of needs, but also gave recommendations for improvements

## Trustworthiness

No study is worthwhile unless the results can be trusted. In a naturalistic study there are four criteria for determining trustworthiness. These are credibility, transferability, dependability, and confirmability (Denzin and Lincoln, 1998). Below I explain how the study met these criteria.

### Credibility

In this naturalistic study, respondents were expected to share their personal realities. I expected that the respondents would provide truthful information because they had nothing to gain or lose from answering the questions. The letter of consent explaining the reason for the study promised confidentiality. As a colleague, I believed that respondents were willing to share their stories as truthfully as they could, especially

because the objective of the study was to seek improvement. However, I was not able to tell whether questions were, in fact, answered truthfully.

I kept a journal in which I recorded the specific circumstances or context under which I collected the data and my immediate reaction or reflection on it. This served to confirm or dispel any subsequent decisions or questions with regard to the data. I carefully transcribed the data and allowed respondents to have a copy, which they could use to confirm the accuracy of the interview. I discussed any emerging complications and questions I had about the data with my committee and colleagues. After categorizing and interpreting the data, I confirmed the interpretation with my notes and memos and the respondents—member checking—to ensure that the interpretation was correct. I tried to discover the reason for contradictions because of the different perspectives.

**Transferability**

Staff development planners at colleges were interested in reading this study. For the information to be judged as applicable, there must be sufficient information about how the study was conducted. By selecting a purposive sample of respondents from different colleges to obtain broad perspectives, I hope that I collected a wide range of information about the phenomena. A detailed description (*thick description*) of the context, including similarities and differences of perspectives, provides readers with the information they may need to consider if the results are to be transferable. I have cited some of the background and experiences as well as the philosophy of instructors to facilitate any possible transferability or reflection by other instructors on the findings.

**Confirmability**

To ensure creditability, one way to confirm data would be through *triangulation*. There were some documents regarding course offerings, but *triangulation* was mainly accomplished through literature, the information provided through interviewing and from other studies. After transcribing the interviews, I sent copies to respondents to have them verify that the transcription was correct. For further clarification I spoke to respondents and e-mailed them questions. I kept an audit trail so data could be traced through to the conclusions. I also kept records of member checks. My epistemological stance will inform the reader of any biases I had regarding the question and the interpretation of the data. By keeping a journal of my reflections on the data and my questioning of it, an auditor can follow the path I took to arrive at the conclusions.

**Dependability**

Guba (1981) spoke of two methods for impinging dependability. One is overlap method, a kind of triangulation. Although I can use past studies and documents for verification purposes, I believe that using participants from different institutions made the results more dependable. I used some documents to confirm some information, but not all of the information obtained would be verified in that manner because the respondents provided their personal perspectives and professional development needs.

## Ethical Considerations

Rudestam and Newton (1992) emphasized that "the two main ethical issues that pertain to using subjects in social science research are the need for fully informed consent to participate and the need to emerge from the experience unharmed" (p. 196). I supplied a letter of consent to those who volunteered to participate, explaining the purpose of the

interview. This letter promised confidentiality and the use of pseudonyms to conceal the participants' identity and reduce the risk of their experiencing any harm. The respondents were told that they could opt out of the study at any time they wished (Appendix D). The University of Alberta's Research Ethics Board prescribes the ethical standards to be followed by its students, and I complied with this prescription by completing an Ethics Review Form and submitting it to the Ethics Review Committee for approval before beginning the research.

## Limitations

The study was limited to personal interviews from a purposive sample of thirteen instructors and four planners of professional development and one human resource supervisor who was responsible for professional development. The findings may be limited because the instructors might have had different experiences with professional development, and I had to depend on what disclosures they chose to provide. The results reflect only the reality of the respondents and are not expected to be generalizable to other instructors or institutions, but the findings may be transferable in similar situations, as discussed during the interviews.

## Delimitations

Professional development in colleges is a very broad topic because it includes not only continuing education and training, but also the professional development of middle management, chairs, support staff, and counsellors. In this study I focused only on instructors and their professional development needs. This study was not meant to include professional development of academic deans, human resource personnel, or support staff. The respondents all lived and worked in the province of Alberta, Canada.

Although the study dealt with discovering professional development needs, it was not meant to discuss implementation or evaluation of existing programs.

## Summary

I began this chapter by describing the research method as a naturalistic study, giving reasons why I thought it was most appropriate. My ontological stance is that reality is relative, so that each respondent would have his or her own reality. Data collection was conducted using the interview method and two interview guides. These guides were organized with reference to Figure 2 and pilot-tested before interviewing began. I used purposeful sampling to select respondents.

Thirteen instructors, four professional development planners, and one professional development planner supervisor from four postsecondary institutions were interviewed. Interviews were transcribed and returned to the respondents, who confirmed the accuracy of the transcription and their willingness to continue participation in the study. Data were organized by interview questions, and coded and analyzed by themes, in a systematic manner. In some cases further clarification was sought through the use of e-mail communication. The chapter ends with a discussion of trustworthiness, ethical considerations, limitations, and delimitations of the study.

In the following chapter, I present the findings from the interviews I conducted with postsecondary instructors.

# CHAPTER 4

# FINDINGS

## Perception of Instructors' Needs

The purpose of this chapter is to present my findings from the analysis of the data related to instructors' needs for professional development. Answers are provided to the specific research questions, which expanded on the general research question that was designed to investigate the professional development needs of college instructors and to determine how they perceived these needs might be met. There were seven specific research questions. The findings from specific questions 1 to 5 are provided in this chapter. I present demographic information on instructors before providing responses to the questions. The chapter ends with a summary of instructors' needs and recommendations.

The next chapter presents the findings on specific research questions 6 and 7, which deal with the perceptions of people who plan professional development activities at their colleges.

## Description of Participants

Thirteen instructors, four professional development planners, and one professional development supervisor, from four (three participating colleges and the pilot college) postsecondary two-year colleges participated in the study. All participants were given a pseudonym as promised, to ensure confidentiality. The background information was gathered using a demographic information sheet (Appendix C) and answers interview questions 1 and 2 (Appendix A).

The description of persons who participated is presented in Tables 1 and 2. Table 1 displays age, gender, employment status, and whether instructors taught at another institution. Seven women and six men participated. Nine participants were over 45 years old, and nine taught at more than one postsecondary institution. Those instructors who taught at more than one college had the advantage of comparing how instructors and employers dealt with professional development issues at other institutions. Nine instructors worked full-time, and the four were part-time instructors and part-time administrators. One person was working on term (sessional). Two others were sessionals or contract workers before they attained full-time status.

Table 2 provides information on years of teaching experience, educational background, teaching area, and professional status if any. Six participants had professional designations (for example, chartered accountant and registered social worker). Six had completed their master's degrees; two were in the process of completing that degree. Six had bachelor's degrees; one respondent had a Doctor of Philosophy degree. All these variations added to the richness, quality, and breadth of the answers they provided and the diversity of professional development issues at their colleges.

The respondents taught business, English, humanities, sciences, and law. Their philosophical stance on professional development seemed to stem from where they were in their professional lives. Some described getting into the profession and how they changed along the way. The instructors with whom I spoke had very similar meanings of professional development.

Table 1

Description of Participants' Age, Employment Status, and Gender

| Number | Pseudonym | Age in years | Experience at another institution | Employment status | Gender |
|---|---|---|---|---|---|
| 1 | Gordon | Over 45 | No | Full-time | Male |
| 2 | Daniel | 31-35 | Yes | Full-time | Male |
| 3 | Joe | Over 45 | Yes | Full-time | Male |
| 4 | Paul | 31-35 | Yes | Full-time | Male |
| 5 | Ann | 31-45 | No | Part-time instructor/ Part-time supervisor | Female |
| 6 | Barry | 31-45 | No | Full-time | Male |
| 7 | Betty | Over 45 | Yes | Full-time | Female |
| 8 | Lenore | Over 45 | Yes | Full-time | Female |
| 9 | Virginia | Over 45 | No | Full-time | Female |
| 10 | Larry | Over 45 | Yes | Full-time | Female |
| 11 | Able | Over 45 | Yes | Part-time Instructor/ Part-time supervisor | Male |
| 12 | Barb | Over 45 | Yes | Sessional/ Contract | Female |
| 13 | May | Over 45 | Yes | Part-time Instructor/ Part-time supervisor | Female |

Table 2

Description of Teaching Experience and Education

| Number | Pseudonym | Range of teaching experience in years | Highest level of education | Teaching area | Professional development |
|---|---|---|---|---|---|
| 1 | Gordon | 6 – 10 | Master's degree | Social sciences | Yes |
| 2 | Daniel | 11-15 | Bachelor's degree | English | No |
| 3 | Joe | Under 6 | Master's degree | Humanities | Yes |
| 4 | Paul | Under 6 | Bachelor's degree | Business | No |
| 5 | Ann | 11-15 | Master's degree | Business | No |
| 6 | Barry | Over 15 | Master's degree | Humanities | Yes |
| 7 | Betty | 6-10 | Bachelor's degree | Sciences | No |
| 8 | Lenore | Over 15 | Bachelor's degree | Sciences | No |
| 9 | Virginia | Over 15 | Bachelor's degree | Business | Yes |
| 10 | Harry | 11-15 | Bachelor's degree | Health sciences | Yes |
| 11 | Able | 11-15 | Doctor of Philosophy | Computer technology | No |
| 12 | Barb | Over 15 | Master's degree | Health sciences | No |
| 13 | May | Over 15 | Master's degree | Law/social sciences | Yes |

The colleges were selected by size and geographical areas to capture possible similarities and differences in meaning and issues perceived by instructors.

## Overview of the Findings

I begin the findings with answers to specific research question 1. This question clarified and described the instructors' perceptions of their philosophy of professional development; specifically, what it includes, what it excludes, and the extent of instructors' responsibility for their professional development. This information was derived from the answers to question 3 of the interview guide (Appendix A).

Specific research question 2 provided answers to how college instructors keep up to date with their professional development. The probing questions expanded how instructors were involved specifically with professional development activities. To answer specific research question 3 on what skills are necessary for professional development, I received responses to interview question 5 on what and where and the amount of professional development done outside of the institution. Through this information I captured an expression of necessary skills that instructors perceived they needed because of their importance to them.

Answers to specific research question 4 were provided from the answers that participants gave to interview question 6 (Appendix A). Constraints and concerns that instructors perceived they had around professional development exposed some professional development needs. By asking what was missing and how professional development could be improved for college instructors (interview questions 7 and 8), I gained some insight into not only what their needs were, but also how they thought this *gap* may be filled.

Figure 2 (in Chapter 3) presented the process that I used to arrive at the results in visual form. The elements of the flowchart were taken from the data to recognize and identify needs and to prove that college instructors do have professional development needs. No study could identify all professional development needs, but I believe that the majority of needs of those whom I interviewed were identified. This was done with reference to what was offered through inservice, those who plan inservice, and college's professional development policy, if any. Those instructors seeking to attend conferences, workshops, and seminars - - some even out of the country- - confirmed their desire to keep up to date and continue their education.

## Specific Research Question 1

**What perceptions and meanings do college instructors have about professional development?**

This question is addressed in two major parts. First I provide the general meaning that instructors gave, and then I address what they included or excluded as part of their professional development. Finally, I discuss instructor's perceptions of their degree of responsibility for their professional development.

The question is important because participants took a stand, and from this stand I was able to gain insight as to how each perceived professional development. That led to the identification of their expectations and their needs. Hence I was able to distinguish what professional development meant to them personally and what each included and excluded.

## Meaning of Professional Development

The answers provided include first a general meaning, and then specific statements of needs, which fitted into four categories. After providing general statements, first and foremost, instructors wanted to be current in their discipline-specific teaching area, their area of expertise. All who participated in the study specifically and succinctly included updating of discipline-specific skills, and this theme permeated answers to most of the interview questions. Second, the participants had a need for information on teaching skills, the tools to do the job of teaching, specifically to teaching adults—andragogy. Next, they also found it very important to keep abreast of computer skills. Personal development was not as important but could be interpreted as necessary skills for instructors. In addition, I listed specific activities that instructors thought should be included as part of their professional development.

### General Meaning

Generally, instructors envisioned professional development as a continuation of learning to be better at what they did as a job. This job centered around teaching a specific subject. The general statements were followed by more specific answers to instructors' philosophy of professional development. The general answers provided a big picture, and specific answers were about either types of professional development or professional development activities. Instructors specified their philosophy identifying specific inclusions of types of activities and subject areas as professional development. Here are some encompassing answers.

Gordon saw professional development as "holistic." Moreover, he said, "I guess it is my approach to be the best I can be in the performance of my duties." Virginia thought

that she should concentrate on "how to be a better instructor." Lenore conceived that "it should include anything that would help me to grow professionally, that would help me to feel more effective as an instructor." Paul said, "To me, I like to see this as new ideas in teaching to help me in my courses." Joe remarked, "My professional development refers to my profession, and that is what I am focusing on as professional development."

Able was very definite. In answering he said, "For me, in particular, this is ongoing. I am a believer in lifelong learning, and there is no escape from that. . . . To stay on top of your subject matter, especially if it is the sciences, you have to keep updating yourself and upgrading your information."

All these statements are testimony to the fact that those whom I interviewed were firm believers in professional development. They surely wanted current material, and it was certainly something that they felt was important to them. May summed it up:

> I guess, philosophically, I believe that in order to behave professionally or to act in a professional capacity, that professional development is an ongoing process. So there is lifelong learning. And that is my responsibility as an academic, to keep myself current and aware not only of the issues in the field, because my program is a career-based program, but also the latest in teaching and evaluation methods. In addition to that, my personal philosophy would be that I needed to be keeping focused and current and relevant and all those kind of things. I cannot imagine not engaging in professional development activities.

From my analysis, I realized that the most important aspect of professional development to instructors was keeping up-to-date in their area of expertise.

## Updating of Discipline-Specific Skills

The instructors who participated in the study had a passion for their discipline-specific areas. Over and over, instructors reported wanting to keep up-to-date in their area of expertise. They wanted to do this for themselves, their students, and their colleges.

More specifically, Gordon felt that professional development includes "the whole idea of keeping involved or keeping informed of new things in [the humanities], my field of expertise." This need to be current was emphasized by others.

Joe explained, "For me, it is what is going to enhance my knowledge and my ability in regard to what I do here for a living, what I teach; and so anything in regards to my [humanities] field means professional development for me." And again Lenore remarked, "I think you should look at it as mostly growth in your particular teaching area." Betty wanted computer skills, "because for me, I teach in that area; I would include computers because they are a tool for me." Barry summed it up well when he said, "There is no point being a great teacher if you don't know your subject area; so, to me, I believe that some theory is important, so that is almost the first thing to worry about." Barry went on to explain, "I also don't believe in knowing the material if you can't get the material across." Instructors I interviewed cited teaching skills and techniques as a major professional development area.

## Teaching Skills

Instructors were cognizant that they teach adults and need training in andragogy. Most college instructors have duel professional responsibilities. They are instructors as well as members of another profession. Some instructors with professional designations have mandatory professional development requirements; for example, they are certified management accountants. They therefore felt that they have to keep up to date in both of their professions. Gordon, who has a professional designation, stated, "If there is one area where I see that I could spend more time, it would be in the area of adult education." Virginia wanted to include as part of professional development "any tips or suggestions

from fellow instructors and from experts on how to be a better instructor." Paul echoed, "For me, I would like to see new ideas in teaching."

**Changing Pedagogy**

In addition, participants were interested in computer technology. Some instructors taught computer technology; others used computers for administrative purposes as well as for lesson presentations. Most wanted to improve their computer skills. Able was excited about changes in computer technology and the effect that it had on course delivery. He said this, regarding the changing pedagogy:

> Certainly we do, especially with the introduction of multimedia and the introduction of the Internet. Now the way we deliver instruction is changing. I am no longer the source of information or the only source of information in the classroom. I facilitate the learning process, I direct the students, I evaluate their work, I give them advice, plus I teach. But often you may come across a student who knows more about the specific subject matter than you do, because they have access to the whole world, the Internet, and different mediums within the Internet; whether they exchange notes using e-mail or locate research cites, or a hobby or doing a paper; and therefore students now do not necessarily rely on you to be the only source of information, especially if also the subject matter is not confined to two pages of the textbook.

**Comments on Information Age**

Some instructors were apprehensive about their abilities to keep current in this information age. May expressed her concerns regarding teaching skills and the changing student body regarding information technology. This is what she had to say:

> I think both the how, also the what. Our students now have so much, a much greater access to information than they did ten years ago, particularly on the Net. They will bring an idea from some other country into the classroom, and I read this, and it puts tremendous pressure on me to respond to that. I am very comfortable with saying, "You know, I haven't read that. Leave me the website, and I will get back to you. I know a lot about that; . . . what do you think?" So I very much see myself as a facilitator, but it can be daunting at some times to respond to that.

Betty 's comment was similar. She stated.

> Today's students are very demanding, and they will say, "Why aren't you using PowerPoint?" "Why are you still using the board?" And you get the students who are saying, "You are going too fast with PowerPoint. Why don't you put it on the board?" Anyway, students demand a good product and something that is very well put together. Along with that they demand an instructor who has himself or herself together.

From these instructors' remarks, it was clear that the influence of technology had put extra pressure on them to keep current.

## Computer Skills

In the age of computers most of the respondents felt that it is essential that they and their students have a working knowledge of computers. Understandably, these skills are taught at colleges. This feeling was also specified as a major area for professional development. Virginia cited computer skills as essential to her professional development. She emphatically stated, "These days, no matter what you do, you must be able to operate a computer." Paul also alluded to precise computer skills such as being able to run and keep up with new versions of software programs. Those who taught computer skills asserted that this was of paramount importance to them. It was more important than personal development, which the participants also identified as an area of professional development.

## Personal Development

Most instructors did not include personal development as professional development and thought that employers did not have to provide those workshops in this area. Most agreed that it was "nice to have" the colleges put on these workshops and seminars in those areas, but would not specifically include personal development as part

of their professional development. Some appreciated that they did have an option to capitalize on these activities when their colleges offered them.

**Nice to Have**

Barry thought that it was

> nice to have fun here [college professional development courses offered], like canoeing, and bird watching. . . . I might not agree with it, but if you think it is professional development, then it is for you. . . . So I look for my personal professional development to take place away from the college.

Ann, from another college, agreed: "I personally think that your personal development in your life, your hobbies, your wellness, you should look after that, not the organization." Joe, from a third college, agreed as well. He said:

> There are all sorts of personal development activities that would make me a healthy, more effective, more efficient, better functioning individual; and do I necessarily recognize that as part of my professional development? No, . . . because professional development refers to my profession.

On the other hand, Lenore went to a personal development workshop put on by her college because she "just wanted to relax and have fun." Even though some instructors attended them for enjoyment, these performance-enhancing skills were not seen as part of their professional development by everyone.

Although it would definitely ease the work pressure, struggle, and stress the instructors talked about when expressing their thoughts about keeping up-to-date and the fun that they had, most believed that they could handle these skills on their own. However, they did not reject them either, so personal development could be included as needed by instructors.

**Performance Enhancing Skills**

It was not that instructors did not want personal development seminars, but they wanted to use their limited time to do what they considered more important given certain limitations. May realized that personal development increased her ability to do a good job. After several years of teaching she came to this understanding: "I think about professional development as being something that focuses both on the personal and the professional. I don't think they are mutually exclusive; I think they need to be integrated for sure."

Instructors had more to say about these performance-enhancing skills. May was particularly thankful that her college provided these types of seminars for instructors. At first she did not think they were necessary, but as she matured she thought they were essential to her performance on her job. This is what May had to say:

> I'll be frank; I have changed my views about those. When I first started teaching here, at this college, I was a part-time instructor and at home with my children, and so participating with professional development activities was outside my plans. I wasn't paid to do that; you know, it was extra time. I had to book babysitters. So things had to be very practical so I could take them and translate them immediately. It is probably that I am a little bit older now, but also that I am full time on the faculty. I think it is really important to balance those practical kinds of things with some of the personal growth and development activities. A few years ago, faculty development day in the fall here at this college, we were focused on the arts. And I know that some of my colleagues muttered and grumbled about "Why do we need to learn that? What a waste of time." I was thrilled because it got me using another part of myself and trying things differently, and I got to know people in a very exciting way. Not only did I learn about myself, but I learned about my colleagues as well. So I think you need a balance. I don't think you can do all that wonderful; I call it the touchy-feely sort of right brain and stuff. I think you need some of the other activities as well, but I think you need a blend.

Barb, who had taught for 25 years, also agreed that these types of information helped her perform her duties. Barb knew that this area was important. Her view was that,

"Certainly the better you are as a person, the better teacher you are." She enjoyed a seminar on positive thinking.

In addition to elaboration on personal development courses offered as professional development at colleges, the instructors named specific activities that they thought should be included as part of professional development. Those who disagreed felt that the use of the available time could be more productive or directed to the main skills they wanted, which were updates in their subject specific teaching areas and in teaching skills.

## Specific Activities

Some instructors referred to professional development as activities that they undertake to keep themselves up to date with their teaching skills and their area of expertise. Those instructors included things such as (a) attending conferences; (b) reading the latest book, journals, and publications in their field; (c) presenting at conferences; (d) speaking with people in their field in industry; (e) discussing changes with former students who visit the college; (f) exploring teaching specific and subject-related Web pages; (g) doing work placements at other institutions; (h) returning to and working in industry; (i) comparing teaching methods with other instructors; (j) taking advanced courses in their field; (k) taking formal university courses towards higher degrees; (l) learning to use new software; and (m) learning to use equipment for distance education.

In summary, professional development for most college instructors primarily focused on development in their area of expertise and, secondarily, on development of adult education skills. Computer skills were also important, but personal development

was not a serious requirement for professional development for most instructors. They pointed out specific activities that they thought should be included and excluded from professional development. They envisioned instruction as their main responsibility and administrative duties as enabling their primary purpose. Although there were three part-time instructors who were also part-time administrators of their departments, their focus on professional development did not incorporate areas of leadership studies or aspirations. Even while explaining their responsibilities, they neglected to include studies for advancement in administration.

The next aspect of the philosophy of professional development instructors that I investigated was the degree of responsibility for it. The instructors whom I interviewed had different perceptions about responsibility for their professional development.

## Responsibility for Professional Development

Interview question number 3 dealt with responsibility. I asked instructors to what extent they felt responsible for their professional development. There was a variety of answers to this question. Most instructors accepted some level of responsibility for their professional development. The degree of intrinsic motivation for continuing education was reflected in the answers that instructors provided. Some thought it should be a shared responsibility with the college and faculty associations. Some felt that they should be fully responsible for their professional development. Others lay a great deal of the responsibility on their colleges.

## Shared Responsibility

Most instructors solicited assistance with professional development. They did not want the full burden of financial responsibility and seemed to need some form of support from their colleges and their faculty associations. These instructors felt that the college would benefit from their efforts as much as they would from continuing professional development. The main reasons were funding and time.

Barb responded this way: "The academic I think would be my responsibility; . . . it is a shared responsibility." Daniel believed "it is a shared responsibility between the institution and me, so I approach it that way. I am willing to invest time, effort and funds." Daniel remarked, "I would like to see a split between what I put in and what the college puts in." Gordon agreed: "I could kick in at least a portion any way up to 50%," but clarified, "I do not see why I should be actually out of pocket for something that is required for me to do my job," indicating that the college should provide the tools for instructors to do their jobs. Virginia echoed: "I do believe it should be a shared responsibility between me as an instructor and my employer. I do believe that my employer has some responsibility to provide me with time and resources." Paul decided, "It is part of my responsibility; I think it is part of the faculty association's responsibility as well." He continued:

> I am going to do an MBA. I am teaching in the business department in a career program at the college, and the college is definitely going to benefit from my doing that, so I see it as a shared responsibility, and therefore the cost in terms of dollars and time should be shared. That is my opinion.

Others had a different opinion. They contended that they had to take the initiative for their professional development.

## Instructors' Responsibility

Some instructors implied that they must first take the initiative; it was self-efficacy that motivated them. They were determined to be the best at what they did, and they claimed ownership of professional development. Ann confirmed, "I am totally responsible for my professional development. I do a learning plan with my boss every year." Barry thought along the same line: "Totally, I think it is up to the individual to make sure he is doing the correct amount of professional development." Linda insisted, "I am 100% responsible for it. The employer provides the opportunities, and I guess I have to take advantage of it." Betty acknowledged, "That's up to me." I think Larry summed it up well when he said:

> I think to a major extent, I am responsible for it. It is incumbent upon all professionals to maintain and to be as current as you possibility can be with respect to your particular field, because the body of knowledge is increasing, doubling every five years. You need to keep up to date.

May's response was similar:

> I'll be honest. I think I am entirely responsible for it, entirely responsible. If I have a need, in a particular area, I think it is my responsibility to identify that need and find some way of responding to that. For example, if the feedback that I receive from my students is that my evaluation methods are not relevant or practical or fair, I don't think it is the college's responsibility to teach me how to become a better evaluator. It is my responsibility to identify that and then to go out and find something. Having said that, I very much appreciate particularly what this college does in this area, but it is mine and my learning.

Other instructors laid more responsibility on the employer, especially in the area of more advanced degrees, for time and financial support.

## Employers' Responsibility

There was mixed reaction with regard to the college's responsibility for professional development. Some instructors were very satisfied with the college's contribution to professional development. Others were less satisfied.

### Satisfied with College Input

A few instructors expressed a high level of satisfaction with the contribution of their colleges towards their professional development. They were happy with the status quo and appreciated that they could be involved in planning the professional development activities.

Lenore expressed her contentment when she said, "I don't think they can really offer us more." Betty's feeling was, "We have good money and good release time." Larry was very satisfied. He said, "I am very happy that I do get some dollars for professional development, plus in-house activities." He felt comforted: "We are able to provide better than we had over at the university [the University of Alberta] or other institutions that I have been at." Barb remarked, "I never would have learnt videoconferencing unless I had to. I think the college had to help me." Lenore expressed her satisfaction this way:

> Well, they do send questionnaires around, I am sure, three times a year, so giving us a choice to express our interest. We do have input, but sometimes we don't tell them what we like because we are really not aware of what is out there. But I think our professional development planner does a good job.

### Dissatisfied with College's Input

Whereas some instructors were very satisfied with employers, others expressed some level of discontentment. These instructors did not find the professional activities useful or relevant to their needs, especially the need for subject-specific updates. These

instructors perceived little variation in activities offered. Some preferred longer-term leaves for higher education. Barry elaborated:

> The money is enough. It provides us with opportunities to travel around and seek out professional development activities. The college also provides development activities around here, which are free to us, and to be honest, I don't find it incredibly useful. I prefer subject-specific stuff. It tends to be very general and more of different teaching styles. . . . It seems to me here that a lot of professional development activities are very similar and they . . . repeat them over and over and over again.

Some instructors were less subtle than Barry; they definitely wanted more from their administration. Paul, for instance, thought that short-term courses were fine, but "Long term, No! I don't feel that the college recognizes the value of further education as far as a master's degree and higher education." Daniel was adamant: "No! Pretty simply no! I really don't feel the institution has met me halfway." Joe insisted, "No! No! I would like to have greater access in terms of finances so I could have specific journals for the department and that we may be able to go to conferences . . . with peers in this field." Ann thought that the professional activities in her area were satisfactory, but "not college wide; for example, engineers do not get to go to conferences," implying some double standard within her college.

## Specific Research Question 2

**How do instructors keep up with their professional development?**

Instructors answered this question by giving information about how and why they needed to keep up-to-date. They kept up-to-date through reading, workshops, and conferences. They used Internet Web pages and their colleges' newsletters, and received software and new textbooks from publishers. They took the initiative to update themselves and relied on their colleagues, their colleges, and other educational

institutions. Some also had to keep up-to-date with technology. Those with professional designations were required to be current and involved with their professional associations. They wanted to keep up-to-date not only for themselves, but also for their students. The answers to this question also uncovered some professional development needs.

## Taking the Initiative

Some instructors took the initiative to keep current through attending conferences, reading, and attending their colleges' inservice activities. Others were determined to further their formal education. Gordon had no problem keeping up-to-date "on the field of social work, because that is my area of specialty." Paul also had no problem: "It hasn't affected me. I am working towards my master's degree; personally, I feel prepared for that." Many kept up-to-date on their own, reading books, journals, and periodicals in their field and going to the library. Linda "subscribed to a lot of journals." She realized that all these were important for syllabus updates as well as teaching techniques.

Joe kept up with his professional development "primarily through my own reading," and Barry said, "Reading is my main area for professional development right now; it is very subject specific; . . . and trying to get back to that level in my subject area." Betty expected her colleagues to help. She stated, "For example, on Microsoft products, because I teach that, a lot of the time I find it is easier for me just to do it on my own." On the other hand, with regard to other computer technology, she sometimes found that "it is easier to have somebody give you the quick and dirty than to sit for hours on your own."

## Sharing With Colleagues

Some instructors found that collegiate relationships would be beneficial for professional development. Keeping up to date did not include only receiving courses, but more than one instructor shared his/her area of expertise with other instructors. Allan contributed, "I have the expertise to offer when needed." One instructor who taught computer technology felt compelled to share his or her knowledge with other instructors. First he would update himself through courses at another college, and then he used that knowledge to present at an inservice at his college.

Daniel expressed his need to keep up-to-date: "I am basically required to keep up-to-date, to teach my courses, so at least in that sense we have to do professional development as continually updating the text and materials, the syllabus, and so on." He continued, "There is that interaction with other instructors and certainly the use of new and changing materials in the classroom. Barb echoed this: "I have some really, really keen colleagues, and we compare notes. . . . I read textbooks, lots of reading; . . . in technology, I have taken short courses." Barb continued, "You certainly have to keep up to date, especially in science, and the technology is changing, so you have to keep up to date." Able stated, "Because I have to teach it [computer technology], I always have to stay ready. I myself go on courses, and I constantly do research on my own. . . . Online is one active way, but publishers send us textbooks, and if we require software, they make it available to you." Larry got information through the campus newsletter and his professional development office. He emphasized, "I need to keep abreast of the published information as well, and also with the Web." Betty commented, "We are trying to keep up-to-date in our area and maintain our expertise by maintaining our industry contacts."

## Off-Campus Professional Development Activities

Some instructors reported that college funding was available for sponsoring courses and workshops within institutions, as well as for sponsoring instructors who attended conferences or presented papers at conferences outside of their institutions. Some instructors used available funding for taking university courses towards higher degrees or certificates. Ann elaborated what was offered at her college: "They run from wellness things to actual staff development topics." A minority found that courses offered through the professional development department at their colleges were not applicable personally for their professional development.

How instructors kept up to date also depended on the location of activities. All the instructors whom I interviewed did some professional development activities outside of their colleges. Need for off campus activities confirm that inservice alone would not fulfill college instructors' professional development needs. Betty thought she did "half and half, because I attend classes they have here." Paul thought that "the majority" was done outside of his institution. Ann said, "All my professional development requires getting ready to teach my actual courses and is done outside of the institution." Because of his designations, Barry insisted that he "had to go outside in order to maintain my currency with those designations." As far as Lenore was concerned, "Most of my professional development is done outside of the institution because it is related to mathematics, so if I want to know anything that's directly related to my teaching, I have to go outside of the college." Specializations for discipline-specific content at the college level could not always be handled by inservice. One type of specialization offered at some colleges was computer skills.

## Keeping up to Date With Computer Technology

Some instructors relied on colleagues, their colleges, and themselves to keep up to date in this area. Keeping up with technology was a major concern. Some instructors wanted to keep up to date in this area, not only for themselves but also for their students. They thought the pace of change was exponential and sometimes struggled to keep up to date in the area of computer technology. It seemed to be expected that they would use their own time to keep current in this area.

### On My Own

Most instructors found that they had to try to keep current on their own time. Taking inservice was not enough; practice was needed for efficient use of the skill after inservices, especially if they needed to teach it to their students. Most instructors set aside the time needed for self-instruction and discovery. Although most colleges provided new versions of software, instructors had to keep current through practice. Paul "learned a lot on my own, but that's where I feel I would like more professional development." Joe agreed:

> You learn as you go, you learn by using; . . . you simply teach yourself. If workshops are set up, my experience has been they tend to be either too far ahead of when software is actually installed, so you have forgotten by the time it is installed. . . . So I find it is self-taught. . . . The other example is my taking the summer to learn Web-design instruction in terms of looking toward the future. That is one way to keep abreast with technology.

Ann seemed to appreciate her college's support in this area and was thankful her college provided laptops for practice. She knew that she could count on colleagues for help if she needed it. Gordon agreed that "a lot of self-study" was needed, and instructors were obliged to take the initiative.

Lenore was quite positive. She stated:

> It is sort of exciting because there are a lot of changes in technology and they affect the teaching of mathematics. Drafting calculators are already programmed new for us; they are quite powerful, hand-held calculators. So learning is positive now; it is fun; and they are changing as we speak. We have to keep up with those. It's a challenge.

**The Internet**

Some instructors used the Internet as a source of information for keeping current. This was another method that displayed self-reliance and self-motivation and which also could be done on instructors' own time. Joe explained:

> I found I end up relying more and more heavily on the Internet doing my own research, looking for different discussion groups and so forth that are in my field of teaching. Of course that has had its problems; that is, in confirming the quality of the information.

Gordon mentioned, "Between the readings and Internet, I hope that I can keep up." In addition to keeping up generally, some instructors spoke specifically of keeping current with teaching skills.

**Keeping up With Teaching Skills**

There were mixed feelings about teaching skills. Some instructors thought that they had enough teaching skills, whereas others sought more of these skills. Some wanted specific skills for their discipline-specific areas of expertise. Lenore could not decide: "I suppose I just use my same old, whatever works best for the students I have." She said, "I don't think there is a lot of teaching innovations for mathematics." Conversely, Betty was very expressive on this matter: "My staff development has focused on that [computing skills] plus on good teaching techniques. . . . I love to teach, so when I am going to develop professionally, it is often for that [teaching techniques]."

Barry again stressed the reason that he needed to keep up to date.

> When I was teaching high school courses, it wouldn't have helped me a lot to go to a university level conference. . . . But now that I am teaching university level again, it would be beneficial, so I am going this time. In the past I have not looked for conferences and gone.

Most conferences to which instructors referred dealt with their discipline-specific areas. Instructors affiliated with professional organizations depended on them for current information.

## Professional Organization's Requirement

Some participants kept current because they were self-motivated, but others, because of the mandatory requirements of their professional associations, were required to do so. These instructors therefore could have two reasons for continuing professional education because of their affiliation with their professional organizations and self-efficacy. Professional organizations include the Canadian Society of Chemists, the Society of Management Accountants, the Institute of Chartered Accountants, and the Canadian Association of Social Workers. Other instructors depended on their faculty development office to provide information on conferences, workshops, and seminars on their area of expertise. Virginia commented, "Since I teach accounting, there are opportunities to update my skills or involve in activities that are professional development through the Society of Management accountants and the Institute of Chartered accountants." Larry, who was involved with two professional organizations, had this to say: "In terms of my professional designations, I have to maintain currency with those organizations. It is those conferences that I go to. . . . They are the things I

have to do. They are mandatory." Some instructors who did not have to follow professional regulations sought other means of keeping current.

**Need to Keep up to Date in the Field**

Most instructors took the initiative to keep up-to-date because they felt the need to do so. They sought places where activities were offered, either within or outside their institutions. Some thought that, because of rapid changes, their skills would become obsolete very quickly. Some instructors wanted to return to the field and practice their trade. They thought that they would be better off if there could be some sort of partnership with business and the colleges so that they could keep current. They thought that this could be beneficial to both the instructor and the college.

Joe, a social science instructor, had questions and answers regarding his keeping up to date in his profession. He felt that he was "falling behind in terms of what are the real critical issues that agencies have to deal with." He felt that the longer he stayed away from practice, the longer it would take to prepare himself to go back into the field; things are changing so quickly that one can become obsolete in a very short space of time. He felt that he must keep a link to industry to maintain his skill. For him, teaching could become a liability unless there was a reciprocal agreement between the college and industry so that he could actually practice in a leading-edge environment:

> But I also know coming from the field, you have to be connected with it. . . . I can probably say, two years away from the field, things probably haven't changed. . . . I know that they are changing in terms of how they do funding; I know they have discussions about change and how to apply for the contracts, but I don't have my of that knowledge on my fingertips. . . . If we could work out some kind of partnership, I would like to take advantage of that.

The solutions that Joe provided to help him to keep up to date were personal and specific, but in general they reflected the perceived needs and attitudes of instructors toward their participation in professional development.

## Specific Research Question 3

**What attitudes do college instructors hold towards professional development?**

Specific research question 1 dealt with instructors' meaning or philosophy of professional development. Research question 2 asked how instructors kept up to date with their professional development. This question was about attitudes and was answered in terms of what and how instructors participated in professional development. The extent of instructors' participation in professional development revealed attitudes held by instructors towards their professional development. Instructors participated in computer courses, Web-based development, higher degrees, adult education certificate programs, accounting and management, income tax, and mathematics updates.

I began by asking instructors how they were involved in professional development for a variety of reasons. Their involvement would explain what activities they wanted or what they thought their colleagues needed. Explanation for lack of participation brought out some attitudes and needs.

I investigated how much instructors were involved in the planning of professional development activities and therefore their input at their institutions. I thought that would probably explain more of their philosophy of professional development and their perceived needs.

## Participation in Planning

Some instructors had had experience in planning professional development activities at other institutions and wanted to make a contribution at their colleges by helping with planning. Others wanted to be involved by monitoring how professional development activities were determined and how the funds were used.

## Personal Philosophy

Some wanted to make a political statement. Paul became involved in planning because his personal agenda was to impose his philosophy of professional development at his institution. He provided this explanation for his involvement:

> The reason I got involved [in the professional development committee] and my own push behind professional development was that [my institution], which had a limited dollar amount (which was very restricted in the types of training that could be obtained), which was typically, very typically, very short term. I thought professional development should be much longer-term opportunities, sabbaticals, perhaps work placements at other institutions, also to do other things, a whole range.

Gordon became involved (on the professional development committee) because he wanted to contribute based on past experience on professional development committees. He became involved "for a number of years there [in prior employment] as well." Daniel participated because "a committee was set up to issue a survey to faculty on their wishes for professional development. I was involved in that whole process." On the other hand, Betty's experience on her professional development committee was because it was "interesting to see what other people are spending and what they are up to." Barb did not become involved in the planning. She was not "proactive enough to say, 'Look, I need this.'" This type of involvement brings certain skills to the forefront for inclusion in planning inservice.

## Funding Availability

All colleges provided funding in their budgets for professional development. These funds were administered differently at the colleges I visited. Some funds were administered by the colleges' administration to provide courses, seminars, and workshops for instructors. Some funds were transferred from the college's budget (sometimes a percentage of staff salaries) to be administered through the faculty association. Each faculty member was allotted a certain amount of funds for his or her professional development. That amount could be from $300.00 per instructor up to $2000.00 per instructor. Staff development committees follow certain criteria for providing funds to staff, who must apply to the committees for funds to attend conferences, seminars, and workshops, or to present at conferences. In addition, the colleges offered inservice, hoping to satisfy some of the instructors' needs. Betty remarked, "You have to have your eyes and ears open and talk to other instructors. This is how you find out if there is funding you could have accessed, or if you could have had course release time." There seemed to be some politics involved with the determination of spending of professional development funds. Some funds were allocated for inservice at colleges.

## In-Service Offerings

Some colleges offer inservice in May and June, or August and December, and some throughout the year. Some colleges set-aside scheduled professional development days during the year and offer courses and workshops at that time. Some instructors expressed satisfaction with their college's offerings and praised the system. Others felt dissatisfaction and were troubled because they thought it did not meet their needs.

Responses to these offerings determine what skills instructors think are necessary as part of their professional development.

Examples of inservice offerings include instructional strategies workshops, learning styles, teaching styles, team building, how to get students connected Web CT (course tools), video-conferencing, how to use song and dance, drumming, and doughnut making. Betty elaborated:

> There was one on classroom assessment and another on becoming a better instructor. . . . I have been to some on positive thinking and that kind of thing. . . . I would probably go to one on "how to present material more effectively." . . . There is always a course on PowerPoint. I use my professional development funds to pay for most of it.

Joe registered for several college professional development courses. He stated, "I have been taking a number of one-day seminars, workshops . . . that border or complement my area of expertise. I also took a computer course . . . Web-based development, looking towards the future."

**Satisfaction With College**

Some instructors were satisfied with inservice offerings and tried to take advantage of those activities. Instructors were most satisfied with and participated in discipline-specific courses and adult-education courses, as well as other university courses. One college paid for university courses. Another sponsored conferences outside its city. Joe seemed satisfied with what his college offered. Ann was also pleased with what her college could provide for her. She was pleased and proud to state:

> I just finished my masters' degree at the University of Alberta, which I did through distance delivery. The college participated in funding two courses per year, to a maximum of five hundred dollars a course, for the first couple of years, and in my last year they changed it to six hundred dollars.

Lenore boasted about her participation and what her college was spending: "We have an allowance, I think, $1600.00 or $1700.00 here, and I try to go to one major conference each year," and "we seem to have and endless amount of money in our pot."

Larry had just completed the CACE (Certificate in Adult and Continuing Education) program and was delighted that the college provided the funding for that. Virginia summed up her involvement: "Here at this institution we have opportunities to take development courses during May and June every year. I try to take as many of those opportunities as I can because I am interested in keeping up to date, and that is when I do courses." She continued:

> If I wanted to take a course on accounting, management accounting, or financial accounting or income taxes, as has been offered by the Institute of Chartered Accountants or the Society of Management accountants, I would probably apply and access this money, and they would pay my tuition.

Betty was very satisfied. She remarked, "I really think that we have good, healthy professional development money, a lot more than at other institutions. Have they told you how much we get? Two thousand dollars!" Virginia affirmed, "At least the support was there." She went on to elaborate:

> Computers, in the last year or two our institution has started to put a lot of emphasis on that. There've done some excellent things, like creating a set of computer modules for all instructors to take to learn more about computers and really encouraging staff; in fact, making it required and making it easy for people . . . to upgrade their computer skills. . . . I really appreciate that.

Betty remarked, "I have had great support for video-conferencing, which I had to use instantly." Those who were happy participated in activities of their choice, and those who were not provided some explanations for their actions.

## Lack of Participation

Some instructors failed to take advantage of the funding of courses or inservice at their colleges, and I sensed some indifference about what was offered. Barry was not impressed with what was offered and did not attend. He said:

> I am not a huge professional development person, to be honest. I have, when I first came to the college, done a lot more in the development area. I haven't done much in the way of professional development for the last four or five years.

When I asked Lenore about involvement in professional development, she replied:

> Only to a small extent. I do participate in the May sessions that interest me, and I do present occasionally, especially if there is something of interest from a conference that I want to share [with colleagues], mostly in the area of mathematics and technology."

## Dissatisfaction With In-Service

Although many instructors were quite satisfied with courses offered by their colleges as professional development, some were very dissatisfied. Lenore summed up her dissatisfaction with her college's inservice as follows:

> In our college, I think that a lot of the same sessions that are offered fall into the same category as their [professional development planner's] interest. The planner is normally an outgoing, artsy type of person; and a lot of us are math and science who are pretty structured, pretty linear in our thinking. We are not loosey-goosey, and a lot of the sessions . . . fall into those categories, . . . team-building, how to get your students connected, how to use song and dance, . . . things that are not really directed to math and science people, . . . drumming.

This quote again stressed the need for subject-specific content in Lenore's teaching area. Gordon, from another college, had this to say:

> Our inservice has turned into a real hodge-podge of things, all the way from making doughnuts, making fridge magnets, Native crafts, stress reduction, and learning about learning disabilities; but really very, very little; and I can't think of anything in particular on adult education.

Whereas Gordon wanted more on adult education, Barry was tired of having these same courses offered over and over again. Barry expressed his discontent:

> There has been a cluster of people that have been running professional development for numerous years. They have their interest, and we may not agree with them, but we are also not willing to involve ourselves in change. I think it reflects on our attitude. I don't care about fifteen learning styles; I care more about my subject area, so they can go ahead and do what they do, and it's not going to bother me. If I want to do professional development, I will go somewhere else and do it.

Barry's dissatisfaction proposes a need for development of his skill area and confirmed this need. Later in the conversation he remarked, "It all seems the same to me. It's about different teaching styles. They all seem similar, and for me, again, I prefer more subject-specific stuff. That is my bias." Barry was interested in science and was tired of the repetition of activities.

Ann's explanation for this was, "I think a lot, because probably 65% of the people at the college [her college] have an education degree, so came through the Faculty of Education and did all the pedagogy." Betty expressed another reason for lack of participation: "I feel a strong commitment to the students and a great reluctance to book time off to go to professional development during the year."

The answers suggest that, generally, if instructors received what they believed they needed, participation would increase. From the responses to this question it is clear that more instructors are interested primarily in upgrading their specific area of expertise rather than in courses of general interest.

## Specific Research Question 4

**What concerns and issues do instructors perceive about professional development?**

To discover concerns and constraints that instructors had about their professional development, I asked this specific research question. I used interview question 6 from the interview guide (Appendix A) and the probes in the interview guide to organize the answers. I realized that many concerns and barriers existed to professional development. Answers to the probing questions identified concerns, which included time constraints and timing of professional development activities as one category of constraint. Keeping up to date was another source of frustration, struggle, stress, and pressure. Workload caused some restriction on what could be done during the working day. Technological changes were seen as exponential and were done mostly through self-study, with some support from colleagues and the colleges; but instructors mainly thought that it was just expected of them. Instructors seemed to cope with uncertainties and unpredicted occurrences in their work lives. It was an attitude that instructors acquired to help them to cope with professional development needs.

### Time Constraints

Many instructors showed a willingness to participate in professional development activities but complained about limited time. That was the greatest constraint, and instructors spoke of juggling activities and prioritizing them. One instructor complained about time used for administrative duties and that it eliminated time that could be used for professional development.

Daniel mentioned the first constraint as "time." He thought, "I do not know if there is enough time given the perceived appropriate professional development

opportunities..The other would be money." Joe agreed and identified "the funding, access to funding, the time off to be able to participate." Paul remarked that he "would probably take a leave of absence. They may accommodate that, but that's the way it is." Ann observed, "Time is a constraint. In our program area, we have to teach from September until June, . . . and it's really difficult." Gordon had a different experience. His students go out on three-month placements each year, so he "can actually juggle time so if there is a conference or workshop during that particular time period, I don't have to worry about cancelling or switching classes; I can go."

May seemed to be discouraged because of lack of time, especially time used for administrative activities, and complained:

> The greatest challenge for me is that I am a chair of this program. I administer half time and I teach half time, and I find that administrative component is actually more than that. Time is a huge constraint for me, because so often I have student issues, I am dealing with collegewide issues, responding to request for information. And I will be frank: What often gets put on the back burner then is professional development. Now, having said that, the *chair academy* I am involved in, is related directly to the administrative leadership side of it.

## Timing and Financial Needs

### Timing

Timing of professional development activities was sometimes seen as awkward. Some instructors were too burned out at the end of the term to consider professional development activities and preferred that they be offered at another time. Some instructors made accommodations for others by taking their classes while they were away. Lenore thought, "Timing is better now that my children are grown. We [instructors] take turns to get away for some of these larger conferences." Whether it was

conducted at the colleges or through conferences away from the colleges, some instructors insisted that timing was bad. Joe answered, "There are time constraints and there are financial constraints." He continued, "It [activities] conflicts with your teaching schedule, and obviously there aren't many opportunities outside of that." Later he explained, "You can't take time off from your classes to go to conferences; it doesn't fit. So you have to hope that conferences are scheduled at a time that suits you, and that's not always the case." Barry saw it this way:

> We often have professional development sessions here at the end of every term, and to be totally honest, by the end of the term that is the last thing I feel like doing, sitting around and learning a different teaching style. . . . By the end of December or April I have had it.

He continued, "A lot of the conferences are scheduled from September to April. But for me personally, it does prevent me from going to some conference especially in the middle of the term. I believe I should be teaching here. . . . It is a struggle." Betty confirmed:

> It just seems to be time. This is the main thing, because even if I am at a professional development session, I am thinking, Gee, I should be doing test three now. It would be good if I can take this time and get ahead. So while I am benefiting from the professional development, sometimes my concentration is not entirely there.

Ann, from a different college, stated, "I am going to take a week off to go to a chair leadership development course. . . . It is difficult to have coverage in a . . . college in a small area."

One instructor elaborated the benefits to the instructor of attending professional development activities as well. May suggested, "If you are looking at moving from a part-time position here into a full-time position, you would certainly enhance your

opportunities if you are able to demonstrate to the appointment committee that you had done some things in terms of your own professional development." Still, some instructors felt that they were unable to attend professional development activities.

Some instructors suggested other ways of providing time for participation in professional development activities. It was felt that employers could make allowances for those who would not otherwise be able to attend. May thought of the inconveniences for some colleagues. She explained the following situation:

> Incentive-wise, I don't think we do anything. For example, to my knowledge, if we had somebody who had childcare issues and they wanted them to come in for a session, would we pay for their childcare or their parking? I don't think we do that. Individual programs may make that available.

An exception was Gordon. He had had a different experience and a different situation. His students go out on three-month placements during the year, and he could actually "juggle" his time if there was a conference or workshop during that that time period. His concern was funding.

**Financial Needs**

Some instructors complained that funding was a problem. Others were satisfied with their colleges' financial support. Daniel was not satisfied with funding for his professional development. He remarked, "I have gone out and spent eight hundred dollars on course materials for my own development. I have yet to see a single penny." Larry insisted, "The biggest one is probably money, especially because some of the conferences that I would really like to attend are in the United States, and so there is travel exchange and things that make it prohibitive."

Not only time and money affected participation in professional development; in fact, high workloads also contributed to time problems.

## Workload as a Deterrent

Over and over instructors complained about workload, especially in conjunction with the lack of time. Time was a definite determinant of the amount of professional development that some instructors could undertake. As Virginia explained:

> When courses run from September to December, or January to April, my workloads have been so great that it's been absolutely impossible to take any courses during these time periods. I am so restricted to courses available in the May/June period.

Daniel echoed Virginia's statement: "It is full [the working day], and I know from talking to other instructors elsewhere, it's the same at other institutions, but my day is full." Joe agreed: "Workload limits in terms of being able to do any further sort of extensive reading or library research."

May presumed that everyone knew that workload was a problem. She explained:

> Well, you know I am sure you hear this from everybody you talk with. We are doing way more with way less. A lot of the things that used to be done by other departments within this college have now been downloaded to either me or people who work with me, and so sometimes there isn't the time that I would like to be focusing on professional development.

Most instructors agreed that a high workload reduces the amount of time available for professional development. Other concerns and constraints included struggles that deter instructors from participating in professional development activities.

## Keeping up to Date

There was no equivocation about the need for keeping current. Most instructors emphasized that they wanted to keep current, but it was a struggle for them. This again presupposes that something must be done to relieve the pressure and the need for more time to keep up to date. When I asked instructors how keeping up to date affected them personally, they responded with a great deal of emotion. Again because of timing and workload, instructors with whom I talked had a hard time keeping up to date. I heard about frustration, restrictions, pressure, stress, distance from the delivery location, and conflicts with teaching schedule; all impeded action that would help to keep these instructors current.

### Stress

Trying to keep current caused increased stress for some instructors. Daniel insisted. "Its stressful. . . . I feel a bit of pressure to be current and stay current. It puts pressure on me." Barry's reaction was:

> It's a struggle. My main struggle lately has been with moving up to teach university chemistry. I believe I should get back involved in that higher level of chemistry, finding out what is going on in the field. Especially it is hard to juggle for me to go, whether it's worth going away from my family to do that or not, would make me much better at teaching. . . . So right now it is a dilemma. . . . Going away on a conference and leaving my spouse at home with the kids, . . . that has been a major concern.

The struggle to keep current forced some instructors to sacrifice their personal time. Most realized that sacrifice was necessary. Gordon's reaction follows:

> It certainly does add pressure. What I find is there are some things that I am doing evenings and weekends, particularly as far as looking at the Internet and reading publications. I don't really have time during the normal day to look at these things. I would be able to go outside my normal hours. . . . Between the readings

> and the Internet, I hope that I can keep up; . . . rubbing shoulders with recent grads and with the universities, which certainly gives a sense of the latest things that have happened in the field.

Ann concurred: "It means a lot of my own time is spent trying to keep up to date. . . . You have to change anything that needs to be changed, like textbooks and course material. . . . This is done on my time." She continued, "We do have prep time, . . . but it is usually not enough to keep up with the changes." One thing that instructors identified as helpful in reducing the pressure was experience on the job.

## Effect of Experience on the Job

Some instructors were quite comfortable in the classroom after having taught for many years. Did this make them decide to do less professional development? Yes, for some, in the area of pedagogy. The more experience some had in the classroom, the less they were worried about pedagogy. It seemed to be an attitude. Paul thought, "The first year I taught , . . . I wanted a lot more information. I feel a lot more comfortable in my position now." Joe could not be sure: "I would say I probably do more [pedagogy] because, I am new; however, I don't know if that's an honest assessment. I can't really measure it against everybody else." Barry had similar feelings: "I certainly know that at the start I did more professional development activities, but I certainly developed an attitude. . . . I think I know what teaching method I like, and I am less likely to seek out professional development activities in that area."

Again speaking about pedagogy, Ann affirmed, "There is a tendency to do less professional development [again, pedagogy] as you become more and more experienced. I don't think that's a good thing. I think you get into patterns and you do not make yourself do extra things." Gordon disagreed: "The amount that I do in my area of

specialty, social work, stays the same; . . . but the amount that would be in regards to adult education would diminish [with experience]."

Not all experienced instructors expressed the feeling of complacency with regard to pedagogy. More than one experienced instructor disagreed. May was open to having more in the area of adult education, and Gordon saw that as something that was missing. This is how May felt:

> I would say that, if anything, I recognize now that I know less than I did fifteen years ago. Yes, I have some experiences in the classroom, and some things can go very well, but I recognize, particularly with these new learners we have coming into the classroom, that maybe I don't have the skill set that I need to respond to their diverse learning styles. I am very comfortable in the classroom. I enjoy the classroom, but I am often humbled by it, and so I think experience has taught me that I know less now rather than more.

There was no consensus about the way experience on the job affected the amount of instructors' professional development. There was no consensus either about the effect of life's uncertainties on instructors.

## Life's Uncertainties

When instructors talked about uncertainties, they included downsizing and cutbacks, changes in enrolment and recruitment, illness, and changes in the colleges' vision. Instructors' reactions to changes were varied and depended on life stages. Change in family situations caused uncertainties. Although downsizing caused some concern, the extent of these concerns depended on an instructor's life stage.

**Downsizing**

Downsizing did not affect everyone. Daniel was not affected by some uncertainties. He thought, "We went through downsizing and a bunch of rollbacks, and all these types of things certainly added a lot of stress to the job situation." He concluded, "I can't say that by itself caused me to go out and take more professional development or to pursue more professional development activities, because it didn't."

Betty experienced that period differently. She acknowledged, "I guess I haven't worried as much as I did several years ago when we took the five percent cut. I thought, Oh my goodness, if I don't have a job in teaching, what do I have left? and I have family responsibilities." She continued, "At that time I was the sole bread winner, and there were six of us that I was responsible for. . . . I had already started my master's, but rather than continue that, I was concerned about what will that do for me." Downsizing also had an effect on enrolment.

**Enrolment**

Low enrolment would mean fewer instructors and therefore concerns about loss of jobs, especially for younger instructors, but it did not create more interest in professional development. Joe was worried and complained:

> We are always concerned about whether we have enough students enrolled; enrolment depends on whether programs run. That certainly is a key area, and we have to understand this happens at a number of institutions. . . . It doesn't affect me in terms of asking for it[professional development funding].

Uncertainties regarding recruitment had not affected Gordon. He explained:

> Unfortunately, in the last couple of years we have not had the recruitment that we should have [in my field]. But the payoff, of course, is that we haven't cut back in terms of staff positions as yet. . . . That does not really affect me; I am in a position where I can retire.

In addition to downsizing and its effect on enrollment, illness understandably affected participation in professional development activities.

**Illness**

Illness deterred some from continuing professional development, and that was expected. It was difficult for Ann, who had planned to do professional development activities and succumbed to illness. She complained, "Last year I was going to do some professional development activities but went on sick leave for several months." Illness caused postponement of professional development activities, but so did family problems.

**Family**

Family matters were a priority for some instructors. They were a hindrance to participation in professional development activities for some; for others it was an asset. Those with young families had problems with continuing their professional development. Ann explained how she dealt with it: "In addition to family life, . . . I think it constrains many people who have families and kids. When I did my master's degree, my husband was wholly supportive and so helpful. I could not have done it without him, because it was on evenings and on weekends."

Barry complained, "It is basically my family life. This is what I think has been the biggest holdback on doing more professional development." Lenore explained, "It used to affect me a lot more when my family was younger because I found it harder to get away." Virginia observed, "It is natural if you have children involved in sports, and you

have to be involved with them; that's going to affect it." These responses made clear that family responsibilities would affect the involvement of instructors in professional development. In addition, there were concerns about change.

## Change

The respondents concurred that the rapidity of change is a major challenge for professional development. Some instructors found it difficult to keep current because of the pace of change. May's concern in the area of change was that "this environment is changing dramatically, and there is not a meeting that I go to where there are no changes." She continued, "I am amazed with the speed with which things are changing around here, and the focus and direction. I recognize that I am just going to be incredibly flexible. If I don't know something, I better go and figure it out really, really, quickly." She explained, "It is not always related to my area of discipline; it may be related to my role as an administrator. We do live in uncertain times around here; things can happen very fast." Instructors were also concerned about significant changes in technology.

## Technological Changes

Although their opinions varied, the instructors were generally concerned about changes in technology and wanted help in this area. Technological changes were seen as exponential and were done mostly through self-study, with some support from colleagues and the colleges, mainly, instructors thought it was just expected of them. Some had to decide to do the minimum as needed. Ann observed:

> It's amazing how much knowledge we need either to teach or be able to work on your own. . . . We do not keep up to date with technological changes; we have to do it on our work time. . . . It is just expected, especially in our area, because we are teaching those skills to our students

Virginia agreed that it was "very, very difficult to keep up with changes in technology." She complained, "I have always felt that I was very much fumbling around and very much dependent on trying to find somebody else who knows more than I do and ask for help." She continued, "Further, I don't like being in that situation. I'd much rather a deeper knowledge myself so that if things go wrong, I am better able to handle it myself, but it seems the same with everybody." She just could not keep up with the knowledge and learning the basics of new educational technological tools that could be used in the classroom. Again, time was a deterrent.

Barry was not very concerned. He was "not scared of technological changes though—a new computer, a new program, it doesn't bother me much. I usually wait for a while, and then if I need to use it, I will get someone at the college to teach me." Betty concurred: "When you use a computer you need someone to help you when it crashes." Help was definitely needed in this area.

After listening to concerns and constraints, I asked instructors for their advice about increasing participation in professional development.

## Specific Research Question 5

**How can participation in professional development be improved?**

After trying to understand what instructors thought was necessary for their professional development and listening to their concerns and constraints, I asked interview questions 7, 8, and 9 to find answers to how participation in professional development could be improved. Mainly, I wanted to discuss what instructors could do to increase participation and improve access to professional development activities. I also inquired about incentives or consequences for not participating.

Responses showed that instructors wanted more time, better planning, college policy on participation, and college commitment to professional development. Some instructors felt that, if the administration provided encouragement for participation and consequences for nonparticipation, maybe participation would be improved.

## More Time Needed

Most instructors felt that participation could be improved if they had more time, if courses offered were relevant, if they had guidance in planning their professional development, if there was a stated professional development policy at their colleges, and if the administration provided encouragement and commitment. Some agreed that a policy that included incentives or consequences would increase participation. Instructors provided recommendations for improvements and how they could be implemented at their colleges. They were related to concerns and constraints identified earlier. Mainly, instructors are very pressed for time. Virginia summarized:

> Not enough time, it just comes to that. It just does not allow instructors enough time. They give us the hardware and the software, but not enough time to actually learn the skills, so a lot of instructors aren't making progress with the computer equipment that is provided.

It did not seem to matter which area I was exploring, but instructors always emphasized their need for more time for professional development. Able had this to say:

> It's stressful, believe it or not, because it's ever changing, it's ever changing, and also there are so many avenues for you if you are ambitious. But you are limited, limited in time, limited in effort again, so you have to be choosy. You have to be selective and mostly do the material that you need to teach.

May's remark was:

> My understanding is that faculty development days here at this college are not particularly well attended. I don't think that is because people don't care about their professional development. I think they are swamped, and rather than going on a session, they sit in their office and they mark.

These remarks confirm that time is a great deterrent to participation in professional development and a factor which instructors wanted to be considered in planning professional development. In addition participation was correlated with relevance of activities.

## Relevance of In-Service Offerings

Some instructors complained that inservice offerings were not relevant to their needs. They wanted practical, meaningful experiences that would help them teach. They also wanted activities scheduled at convenient times. May's recommendation was that people would attend if the offerings were relevant. She elaborated:

> Relevance. I think if people see there is something practical, meaningful, applicable, they will come. Convenience, frankly, I think, is a piece of it. I went to a focus group of professional development and somebody said, "Has anybody thought about putting these sessions on in the evening? For example, maybe one in the morning and one in the evening, so shift people can attend." . . . Then there was some dialogue about would people come if they work the full day. If it was relevant, practical, probably; so I think there should be flexibility.

Barry thought that

> for me it would be relevant workshops. . . . Right now I have so much work to do next term, there would have to be an outstanding workshop for me to go. So for me it will have to be relevant to what I want to do . . . in my subject area; that's my big professional development area.

Most instructors agreed that better planning would also improve participation.

## Better Planning

Instructors wanted activities planned at times convenient for them. They also wanted assistance in organizing their long-term professional development plans. To encourage participation in professional development, Daniel recommended "a learning plan." Joe thought that "making a very clear map for people they can follow and by making it a priority" would help. He explained:

> I would like to see a percentage of my time allocated towards ongoing professional development in my area of expertise, and then some structure or road map in terms of being able to utilize some of that time to identify what is available out there. . . . And have some planning opportunities to prioritize what we can access in terms of cost and so forth. That would all be the prioritizing process.

He continued, "I think if management makes it a priority and therefore sets some strategic planning and focus, is how you do it." Barb had another solution: "I talk to the professional development office here, and they say they offer all these things and nobody goes. People just want rest and recreation; they want to escape from what we do all the time."

## Guidance

Some instructors were looking for help making learning plans. Others considered that a definite policy on keeping current was necessary. Lenore suggested:

> I think the administration should say that at least once out of every two years you need to go some place outside your college and find out what is going on in your area, so there should be a little guidance there.

## College Commitment, Improved Policy, and Encouragement

### Commitment

Some instructors realized that they must be both committed to professional development and justify its importance if they were to be current. Some suggested that a college policy emphasizing commitment was warranted. At the end of the interview, I asked Joe whether he wanted to add anything else about professional development. He commented:

> I think it's partly got to do with the perception and mindsets that underline foundational views of what instructors do and what is a priority for instructor's duty. And while teaching is seen as being the primary function, I am not sure there is a whole lot of recognition that to be able to teach effectively you can also stay up to date. I think there is a sense of whatever you come in at, if you are able to teach that, then you should still be able to teach five or six years from now the same thing. You know that sadly, simply is not the case. Maybe it is in certain subject areas, but certainly not at the postsecondary level. It might be in upgrading or in secondary levels. I don't even know, because I never taught there. But certainly it is difficult, with the rapid changes in all fields, to keep up.

### Policy

A few instructors recommended changes in policy to increase awareness and importance of professional development. Joe was concerned about the lack of policy at his college. He wanted time designated for professional development. His contribution to improvement is stated below:

> We just require policy development, for example, not just to attend conferences and workshops, but to have time to go out into agencies in the field and spend some time there and to be able to discuss the new developments, the new challenges, economic and social, that they are encountering, in trying to serve the clientele. We are training students to serve. That would be excellent professional development, excellent professional development which doesn't cost anything other than our time and travel expenses. You have to recognize a certain factor of your workload as that pertaining to professional development. You have to structure your day. There should be a mindset, a philosophical foundation on how

you understand education and how you understand the role of the instructors at this level and content that you are trying to deliver.

This was a plea for all sorts of improvement in the area of professional development. Joe not only wanted to keep up to date, but he also recommended improvements for professional development and described how he thought it should be done. He recommended that professional development policy could be expanded to include other activities that would encourage participation and help update his skills. Joe had not discussed these recommendations before our interview but wanted administration to consider his views.

**Administration Encouragement**

Some instructors felt that the administration did not care whether they continued professional development. If they did care that care was concealed; they did not overtly express appreciation for instructors' efforts. Betty felt that "the dean does not give little congratulations or say, 'Betty, that's great.'" She felt that her colleagues were more likely to appreciate the extra updating she was doing in the area of computers and would say, "Well, that's great. Thanks a lot. If you have the time, could you help me look at such and such?"

I asked instructors whether there were consequences or incentives for not participating in professional development and possible effects on participation. What I heard is presented below.

**Consequences**

Some instructors thought there were no direct consequences from their employers' point of view. Gordon was not aware of any. "I am aware of people who have

not participated, and there are no consequences laid upon them." Paul said, "Nothing that I am aware of."

Others thought that there were consequences for the employer, their students, and themselves. Barry remarked, "I guess if you were not full time, if you were on probation, there would be consequences. You would certainly get asked if they were considering moving you from probation to continuous appointment if you were involved in professional development."

**Consequences for the College**

There was some concern about the image of the college. Paul remarked, "We are preparing people to go out to the workplace, and if we do not keep on top of things, it shows on our status [those of the college and the instructors]."

**Consequences for Instructors and Students**

Some visualized that there was a price for not keeping up to date, which reflected on their integrity as instructors, not doing justice to the job, and not satisfying their students' needs. Daniel thought, "It might be brought up at a performance appraisal." Betty concurred, "I don't think they will look favourably at you if you do nothing. If you are trying to get beyond term, to another term even, then definitely it becomes crucial that you continue professional development."

**Effect on Teaching and Learning**

Lack of involvement in professional development was seen to have an effect on both teaching the subject matter and teaching skills. Some instructors felt that adequate preparation for teaching includes participation in professional development. These were Joe's comments and suggestions:

> But it affects our teaching. We would have a greater sense of at least staying current, that our teaching practices are focused in the right area, that we are presenting the information to students that is, in fact, largely valuable to them. It certainly will ensure that they are fully abreast of what is going on.

## Confidence in the Classroom

Some instructors felt that participation in professional development would also increase confidence in the classroom. Larry was personally affected as well. He remarked, "I think personally, for me, I will not be as good as I can be for my students, and that is what I am being paid to do; that is what I am required to do. It is more of an intrinsic kind of thing because it gives me confidence."

Virginia also cited confidence in the classroom as a consequence of not participating in professional development. This is how she said it affected her personally:

> Speaking on a personal level, I would feel less sure of myself and less confident in the classroom if I didn't keep my technical skills up to date. We have not been informed or observed any consequences for not participating in professional development, and I think there is a good reason for that, because if the employer decided to be stronger in terms of consequences for not participating in professional development, then they would not be able to ignore responsibility to facilitate it, and they don't want to get themselves into that box, or really don't care. [Laughs] The only other thing I am aware of, which was these seven computer modules, I think, that are required for instructors to take now, there may be some consequences for people who don't complete those, but I am not sure that they might be; I haven't heard anything.

Paul said, "Nothing from management's point of view, but I think we fall behind in our field. We get out of touch; we work in isolation; and management does not have much to do with us." Having identified no major consequences, I asked about incentives.

## Incentives

It seemed that instructors felt incentives and consequences may help to improve participation in professional development for those not otherwise motivated to do so.

They would need encouragement or some sort of deterrent for not participating. Participation could also be reduced because of issues and concerns instructors had around their professional development. Some instructors thought that they did not need incentives to be involved in professional development. Most intrinsically felt that they needed to keep current because it would affect their teaching and their knowledge in their subject area. Joe's answered about incentives for professional development:

> I don't know that I need an incentive to take professional development. I don't know if other instructors need an incentive to do professional development. I would not think so; we don't always want to do it on our own time. We would like to be able to structure it so that it is included in workload. . . . It's perhaps the institutions that need the incentive, that need some way for them to recognize that this really is important, because they are going to benefit, because they are going to have greater expertise in their instructing staff, which should attract more students. Therefore, I am not sure that it's us that need the incentive.

**Normal Expectation**

Most instructors I interviewed did not need incentives; they thought professional development was a normal expectation of the job. In his closing comments, Joe elaborated on the fact that keeping up-to-date should be a normal expectation of the job, especially if you were teaching students in a specific career area. He made this closing comment:

> What is it we do for a living, and why do we get employment at this level? Most of us are training individuals to go into a specific field of endeavor, and I feel it is a very specific expectation, and those expectations change.

Joe thought that maybe the administration had an incentive to encourage professional development. He expressed this a few times: "I am not sure that it's us that need the incentives. It is perhaps the institution that needs the incentive."

## Instructors' Needs and Recommendations

From the answers to all the questions, it became obvious that instructors have very specific needs and made some recommendations as to how these needs may be met. All instructors mentioned similar concerns, even if they worked at different colleges. The concerns and constraints which inhibited or reduced participation in professional development were time, money, lack of administration intervention, rewards and encouragement, support for formal education, and current discipline-specific information. Because these concerns permeated the study, it is here I believe the needs for improvement lie.

### Specific Discipline Needs and Recommendation

Throughout this study, beginning with the first question I asked about philosophy, instructors expressed the desire for updates in their discipline-specific area, and their area of expertise. Many instructors sang the same song. Barry summed it up well: "I would prefer subject-specific stuff. This is my bias, . . . and I care more about my subject area." Lenore was very specific: "I would like to see whatever they find that could be more suitable for the math and science instructors. . . . There is going to be someone who is using a lot of new techniques for math."

Able made a recommendation that he thought would improve the situation and accommodate instructors' who wanted to update in their area of expertise: "If I make any recommendation, it is probably that units, rather than the institution at large, can develop their own internal professional development day because they are more in control of their needs, and it would probably be easier to manage."

**Need for Adult Education Skills, Pedagogy, and Recommendations**

A need for andragogy was identified. Gordon clearly expressed the need for seminars in adult education. "The one area, however, that probably there is something lacking would be the whole area of adult education." He continued, "I would like to see more encouragement, to actually have [teaching] techniques and methods discussed here in the more formal setting. Unfortunately, we have to pick up a whole bunch of information around coffee tables, on a coffee break." He wanted that "formalized, . . . including issues some instructors have with building rapport with students. Some instructors have some real problems in that area, and that is unfortunate."

**Need for Research Time**

Some instructors wanted more time for doing searches on the Internet. They felt that this professional development activity could be done on their own time. Recognition for research was important to Joe. He recognized that spending time with agencies is just another type of research, another way to keep current, and he wanted some time specified for research:

> It would be nice if we had a third or a quarter of our time allocated for research and this was identified as such, even if it was twenty percent. I mean, there should be an element that was purely articulated as professional development time, . . . and they [administration] would set some specific goals and objectives to meet that twenty percent.

**Need for Computer and Instructional Technology, Skills, and Resources**

Some instructors wanted to be prepared for changes in educational technology, especially with the new and enhanced delivery methods. They needed more time for keeping current with relevant and timely courses to keep abreast of the exponential changes in this area. Virginia complained that it is "not only that the employer doesn't

provide time and encouragement to learn them [computer skills]; . . . if I were to prepare labwork using a PowerPoint presentation, I wouldn't be able to present them anyway because the resources weren't there." It appeared that Virginia was recommending that time and resources should be provided so that instructors could learn and use computer technology. Betty's remark summed up her thoughts: "I am learning on my own. That's what I try to teach my students too. There isn't always the money out there for them to take courses, so they have a choice either to learn on their own or pay for it." She thought that more people should take the initiative to keep up with computer technology.

**Need for Time and Money, and Recommendation**

Time and money were recognized as important and mentioned several times throughout the interviews. Time was addressed when speaking about workload, timing of seminars and conferences, and research. Money was needed to go to conferences outside of the country and for long-term leaves for higher education.

**Money**

Daniel had a recommendation:

> There has to be some action that shows a greater commitment to professional development on the part of the institution. Speaking personally, I am not going to continue to put up seventy-five, eighty, eighty-five percent of the cost, including time and effort on professional development. I really don't see that as fair.

Betty insisted, "What I would like to do is to have access to extra money that would allow me to do long-term professional development like the master's and into a doctor of philosophy."

**Time**

I found that time was very important for all aspects of professional development. Instructors seemed to have no extra time, not even for reflection and sharing concerns with colleagues. Some were hoping that if the administration could understand the time issue, it would make a big difference. Time definitely affected instructors' professional development activities. Joe wanted a specified amount of time for his professional development. He preferred that "a percentage of the job should be allocated towards ongoing research and professional development in your subject area." He also wanted time "to interview people in the field so that you may stay abreast of some of the policy changes." May expressed her frustration with the lack of time when she gave her personal philosophy on justification for more time:

> I am deeply committed to it [professional development]. The challenge for me is when. This is a huge issue right now. One of the things that I do is a professional and scholarly journal. Months can go by; they are stacking up in my cupboard here. So one of the things that I really value is intersession. And there's a lot of dialogue right now about full-time faculty members. Is it just extra holiday time? Are we doing anything meaningful? Well, that is when I do catch-up reading. And so it is critical that I have that time. I think we need to value that and honor that a lot. I am sometimes humiliated and embarrassed when I read and I didn't know about an important issue. This is not just inertia. If we expect academics to be on the leading edge, we have to provide them with the time that they need to be leading-edge people. I think we have to be current; we have to provide the time.

Virginia was begging for more time when she said:

> Don't just throw it open to anyone to register [for inservice]. People are so extremely busy. Create some time for instructors to take specific courses and pay them, or make it a very positive experience so that instructors will want to take them.

Larry wanted more time for communicating with his colleagues. He felt that he was teaching in isolation. He complained, "There is not a real forum outside of professional

development days. There are a lot of instructors I do courses with, and that's the only time I see them. We never get a chance to get together as a group. We teach in isolation."

Although it was most important for instructors to be up-to-date in their area of expertise, they could not do this without time. The needs for time for keeping current in the area of expertise, teaching skills, and computing skills could not be addressed without the intervention of the administration. Instructors felt that the administration could definitely make it possible for them to continue their professional development education.

**Need for Administration Intervention and Recommendation**

Some instructors wanted the college administration to be more involved helping them plan and encouraging them to participate in more professional development. They thought that the college, students, and instructors would all benefit from paying more attention to professional development.

**Guidance**

Instructors thought that the administration should intervene and provide direction or benchmarks for instructors. Lenore thought that her college administrators could be more involved. The kind of guidance she suggested was, "The administration should say, 'At least one out of every two years you need to go some place outside your college and find out what is going on in your area,'" or "'Your student feedback instrument shows that you are weak in such and such areas. Would you like to go to certain workshops, conferences, and see if you can improve in this area?'"

Daniel perceived a lack of commitment to professional development. He commented, "I think there has to be some actions that show a greater commitment to professional development. . . . I will continue to go to short sessions . . . they have

provided me, but in my mind, I don't think that shows full commitment to staff at this institution."

Ann also wanted guidance planning her professional development. She recommended, "I think there should be someone that is looking after each individual and finding the right professional development strategy for him or her. . . . There is no one to go to and ask, 'What do you suggest'"?

Gordon saw another problem which might explain what was hindering administration from being more committed to professional development. He thought, "There is still too strong an attitude that it is a perk, that it is not essential to my particular division. I see it as essential to my teaching." Later he remarked, "I would like to see some kind of mentoring or coaching program." He thought that his administration would be more committed to that. He seemed disappointed that "my immediate supervisor is not actually charged with ensuring that I do become involved in professional development. The organization should almost have a learning plan for each individual."

**Part-Time Staff**

Some instructors showed concern that part-time staff were sometimes forgotten, and they wanted some accommodation made for the part-time staff. May thought that they were not accommodated at her college. Her recommendation for online courses would serve part-time and other staff:

> I would very much like opportunities for our part-time faculty. Most of them have full-time jobs, and they come and teach the course and they go away. They are already working 37-hour weeks. When is there an opportunity for them to attend sessions? Could we do more online? For example, are there ways that we could provide information for them, particularly in the area of pedagogy? Many of them are very skilled at what they do, and they can talk about it well, but they can't always teach it very well. That's one thing I think might be appropriate for me. If

> I ask the faculty development office to put a session on in that area, they probably would willingly.

**Need for Recognition, Rewards, Encouragement, and Recommendation**

Although most instructors thought that they did not need an incentive to continue their professional development, some believed that some facilitation to allow them time could be considered. Most instructors just wanted intrinsic rewards for their efforts, and some wanted remuneration for higher degrees. Daniel recommended that there should be a reward for longer term of service and participation in professional development. These are his remarks:

> As I said earlier, structuring a multilevel system of opportunities for professional development that could be tied, for example, to the number of years of teaching at the institution. If you have put in the effort, you have done some of the shorter-term training, you show commitment to the institution, the courses, the program, . . . these are some rewards, longer professional development sessions, or more professional development dollars, a greater range of opportunities, have some release time, and those type of things. . . . It should be based on not only faculty merit, but also on value to the institutions.

Ann was unhappy about not getting recognition for taking her time to do her master's degree. She expected more recognition and some reward for taking the initiative:

> There is no incentive on the pay scale. . . . There is no benefit for getting a full master's [degree]. . . . If they want those types of credentials, they are going to have to . . . pay for them, but also encourage people that are already on staff to get that credential, . . . even reduce workloads or something like that, as an incentive, or a loan. I don't really think they do much planning.

Virginia also thought that the administration made no effort to encourage staff to participate willingly in courses that they offered as professional development:

> Our administration seems to give it words but not actions in terms of teaching effort. Even if they do make things available, they don't really encourage staff to take them. . . . Don't make it something they feel they are forced to do against their will; make it something really positive.

Betty wanted to be congratulated for the extra effort she had put into keeping herself up to date. She complained, "The dean doesn't give little congratulations, saying 'Betty [pseudonym] that's great.' . . . I have been cranky about that, that my deans don't always notice what I am up to." Being human, instructors need encouragement and rewards, whether financial or not. They want to know their efforts are appreciated. Instructors' remarks are evidence that they needed the administration to show recognition and provide rewards and encouragement for instructors.

**Need for Support for Formal Education and Recommendation**

Paul wanted to further his education; he was not satisfied with having one degree. He voiced his opinion by saying:

> We are looking for postgraduate degrees. There is very little emphasis there; that is the biggest point. . . . I also think the more education I have, the better instructor I could be. Therefore, recognition, especially in my area, the two-year diploma, it does not feel that I have enough degrees to teach. I don't have much over them [students].

Ann was of a similar opinion; she complained, "G does not have a degree in arts and economics. . . . They [the administration] should be coming to people that are already teaching and say, 'You need to start working on that now'—or hire people with those credentials."

Daniel agreed that "medium- and long-term professional development opportunities should be available" so that instructors would have the opportunity to work on higher degrees.

## Similarities of Instructors From Different Colleges

Most instructors I interviewed had similar needs. They wanted updates in their areas of expertise, and that was most important to them. They all wanted more time to attend professional development activities. All instructors mentioned some level of inservice at their colleges. They all wanted more flexibility in timing of courses, and some instructors wanted encouragement to participate in professional development and recognition for work done.

The larger colleges had more money for professional development and a wider variety of inservice courses, seminars, and workshops. Overall instructors from those colleges seemed to be pleased with what was offered.

There were no major differences in perceptions of the needs of instructors I interviewed from smaller colleges. Their priorities for professional development were in the same order as those for larger colleges. However, they wanted more inservice on adult education and pedagogy. Specific to these instructors, though, was the need for some of the activities that were already provided by the larger colleges. These included improvement in the professional development policy, to include sabbaticals, carryover of funds allocated for professional development from previous years, "formalizing" the availability of release time, longer professional development sessions, more professional development dollars and a greater range of opportunities, recognition for higher degrees, and a structured way of identifying needs.

## One Instructor's Summary

Daniel gave a lengthy summary that appeared to address most of the needs that individual instructors had identified:

> I think that opportunities for professional development ought to be expanded and become much more flexible. A range of professional development opportunities, all the way from, say, a full sabbatical to short-term courses and everything in between should be available to instructors. I don't expect that everyone will be able to get those longer-term professional development initiatives, but at least we should have the opportunity to compete for them based on program need and personal needs to some extent. There will be a lot of value by doing postgraduate work or graduate-level work, but those opportunities really are not there in a significant way. Release time is another thing that I have mentioned, and I think that is something that is significant. In the big picture that doesn't cost the college, or doesn't have to cost the college a great deal, and yet it's not being offered or used at the institution. I see that as a major issue. For other people outside of the department, the opportunity to go out and do part-time or full-time work placements within industry is a major issue. That again is not available to those people at our institution and could allow them to stay current. I do not see these things being considered seriously at this institution.

## Chapter Summary

I examined five specific research questions in this chapter. The first specific research question was designed to determine the meaning of professional development. Instructors provided a general meaning as trying to be the best that they could be in the performance of their duties. To be the best, they wanted (a) improvement in the discipline-specific areas, (b) improvement in the area of pedagogy and andragogy, (c) improvements in their computer technology skills, (d) some personal development activities, and (e) specific activities that they listed as professional development.

The second specific research question addressed how instructors keep up-to-date with their professional development. The responses included (a) reading publications from experts in the field, (b) doing searches on the Internet and liaison with industry, (c) completing courses towards certification or other forms of credentialing, (d) going to conferences, workshops, and seminars in the field of education, (e) involvement within their professional associations and keeping up with their requirements, (f) making

presentations at conferences or at their colleges' inservices, (g) sharing information with colleagues, (h) partaking in inservice at their colleges, and (i) improving teaching skills.

In answering specific research question 3, instructors identified their need for professional development and their attitudes towards it. The needs was identified through participation and involvement in professional development. Their needs they reported included (a) courses, seminars, and workshops related to discipline-specific areas; (b) courses, seminars, and workshops related to teaching skills; (c) computer courses related to distance delivery, including Web-based courses; (d) long-term opportunities for sabbaticals for continuing education or work placements in industry or for retraining; (e) opportunities to continue formal education and to complete academic degrees and other credentials; (f) funding for short- and long-term professional development activities; (g) specific time allocated for professional development so that instructors may try to keep up to date in their specific-discipline areas and in pedagogy and andragogy, and (g) less teaching in isolation and more time for discussion with colleagues.

Specific research question 4 was directed at concerns and constraints that instructors had related to their professional development. To organize the answer I used six probing questions. The major concerns were (a) time for professional development; (b) timing of conferences and other professional development activities; (c) workload; (d) struggles to keep up to date; (e) uncertainties such as enrolment, illness, and cutbacks; (f) technological changes; and (g) money.

The final specific research question dealt with in this chapter, question 5, elicited responses to how instructors thought participation in professional development could be improved. Again, the most important concern was limited time for professional

development. To increase participation in improvement in professional development, instructors wanted (a) a specific percentage of work time assigned for short-term professional development activities; (b) inservice courses that were relevant, practical, timely, applicable, and meaningful, especially in the discipline specific areas; (c) guidance in long-term planning and organizing their professional development using a learning plan or map of established priorities; (d) a professional development policy that shows managements' encouragement and commitment to it; this policy could also include incentives and consequences regarding participation in professional development; (e) personal development activities for recreation and balance; (f) technical skills, including new instructional techniques for improving teaching of adults and confidence in the classroom; (g) release time and funding for long-term activities such as sabbaticals, training, and to complete advanced degrees and credentialing; (g) a coaching or mentoring program; (h) better communication on the part of the administration about what professional development activities, both within and outside the colleges, were available; (i) training for new types of delivery, including distance delivery of instruction, Web CT, and multimedia; (j) workload reduction to ensure that more time is available for professional development and for research; (k) access to the latest publications in their fields; (l) inservice courses on the Internet to accommodate part-time instructors and other instructors so they can use their own time to learn at their own pace; (m) time to go into the field and experience changes and updates so that they may inform students and prepare them for the workforce; (n) units (departments) to set up their own professional development rather than having it collegewide because they know their professional

development needs; (o) computer equipment in the classroom so that skills learned may be put into practice; and (p) more funding for conferences outside of the country.

In this chapter, I explored responses to specific research questions 1 to 5. In the next chapter I provide answers to research questions 6 and 7.

# CHAPTER 5

# FINDINGS

## Perception of Professional Development Planners

In Chapter 4, I presented findings on instructors' perceptions of their professional development needs by providing answers to specific research questions 1 to 5. In this chapter I will present the findings from answers to specific research questions 6 and 7. Questions 6 was intended to determine what professional development means to those who plan professional development for instructors and question 7 asked how these planners are reaching out to accommodate instructors in their effort to continue their professional development. I begin with a description of the demographic information and responsibilities of those who plan professional development at their colleges. Next I answer specific research questions 6 and 7 which asked about the perceptions and meanings of professional development to those who plan professional development, and how they were reaching out to accommodate instructors in their efforts to continue professional development. After presenting planners' suggested recommendations for improvement of professional development at their colleges and incentives to improve participation in professional development, I end with a chapter summary.

## Description of Professional Development Planners

### Demographic Information

I visited four institutions and interviewed four persons who plan professional development at their colleges and one supervisor of planners. Two of these were interviewed as part of the pilot test, and three were part of the main study. I used a

questionnaire to gather demographic information (Appendix C). Interview questions 1 and 2 for professional development planners (Appendix B) provided information on how long the professional development planners had worked in their positions and their responsibilities for professional development.

Table 3 presents information on age, experience as planners, employment status, and gender. Four planners were over 45 years old, and one was between 40 and 45 years old. All participants had full-time positions; one was on contract. Of the five persons who participated, three were female and two were male. One planner had extensive experience in planning professional development, having worked at several other institutions for a total of thirty years. Three had teaching responsibilities as part of the job assignment.

Table 4 presents the length of time spent as a staff development planner, the highest level of education, and the professional designation, if any. Four participants were in their positions fewer than five years, and the other participant had worked for the institution only one year as a professional development officer. Two participants had no teaching responsibilities. Only one planner had a professional designation. Two had earned master's degrees, and three had bachelor degrees.

The position of professional development planner came under different names and had different responsibilities. To understand the context of the answers to the specific research questions, it was necessary to describe the responsibilities of those I interviewed.

## Responsibilities of Professional Development Planners

The responses to this question established that the position of professional development planner was different at each college, some were clearly organized positions managed by staff, others were considered as less useful or efficient.

Table 3

Age, Experience at Another Institution, Employment Status, Gender

| Number | Pseudonym | Age in years | Experience at another institution | Employment status | Gender |
|---|---|---|---|---|---|
| 1 | Jerry | Over 45 | None | Full-time | Male |
| 2 | Patty | Over 45 | None | Full-time | Female |
| 3 | Cathy | Over 45 | 30 years | Full-time | Female |
| 4 | Adam | Over 45 | None | Contract | Male |
| 5 | Rita | 41-45 | None | Full-time | Female |

Table 4

Planners' Experience, Education, Teaching Area, and Designation

| Number | Pseudonym | Time spent as staff development planner in years | Highest level of education | Teaching area | Professional designation |
|---|---|---|---|---|---|
| 1 | Jerry | 3 | Master's degree | Communications | No |
| 2 | Patty | 4 | Bachelor's degree | Sciences | No |
| 3 | Cathy | 25 | Bachelor's degree | None | Yes |
| 4 | Adam | 1 | Master's degree | None | No |
| 5 | Rita | 2 | Bachelor's degree | Psychology | No |

Two planners were responsible for the budget and funding, as well as the whole area of preservice and inservice planning. One person did not have a formal professional development position within the organization but was chair of a committee that administered funds for individual staff members who wanted to participate in professional development activities. Three had minimal teaching responsibilities as well as responsibilities for coordinating the professional development activities at their colleges. Patty defended this position because

> I think you have to have at least some time in the classroom. You need to know what students of today are like, not that that tiny sample will tell you. At least it gives you a better idea than not having experience at all. I think you need to know what it feels like to have deadlines and to have students who come in bawling."

Jerry had full authority as planner of professional development for his college, as well as some teaching responsibilities. He described his position:

> We coordinate our whole faculty development program, which we define as a very comprehensive faculty development program. Our funding for the faculty development is set by the collective agreement. I am responsible for all the programming and the allocation of that money. A portion of that money goes to sabbaticals, for the sabbatical program; a portion goes to administering the faculty development office and programming; and the remainder goes into just what we will call faculty development programming. I am also involved in planning collegewide professional development activities. I have the responsibility for working very closely with the divisional faculty development committees.

Patty had the authority to manage her college's professional development for instructors and was involved in some teaching as well:

> The main thing is to organize campus professional development activities. . . . I also coordinate the instructional skills workshops (ISW) and facilitate development workshops. I am in a liaison position with the faculty professional development committees in terms of providing them with information they need to make decisions, and also they direct me to do duties. And I attend all the meetings of those and make the agenda as well as collect pertinent documents. I counsel and advise faculty members who are interested in applying for special kinds of funding of one type or another, . . . everything from travel grants to

> sabbaticals and anything in between. It's also necessary for me to maintain the Faculty Resource Center, which means that I keep books, videos, and all kinds of things updated, and as current as possible. I would suspect that those are my major things, although there are probably fifty-seven other minor things that I do as part of that.

Cathy had been involved in professional development "throughout my entire career. I hate to tell you, that spans thirty years." She had experience in industry as well. Overseeing staff development was only one of her duties. Adam was directly involved in staff development, both preservice and inservice. This is how he described his responsibilities:

> I look after preparing the preservice program, which is a program whereby we train all our new instructors before they get into the classroom. Inservice training takes place in the summer when we offer a number of different courses, workshops, sessions, some of them related to professional development, some of them are related to personal development in various areas of interest. If an employee wants to upgrade their computer skills, they may find that type of training. Some of it is very specific to the work that they do, and some of it is just for interest. So it is a little of both, professional development and personal development.

Rita's position was not as clearly defined. She was not employed by the college to organize professional development. Instead she was involved through her faculty association. She described her present responsibilities:

> We assist on the faculty management professional development committee. The responsibilities of that particular committee are limited to five hundred dollars per member, although it just gets put into a fund and members are not limited to specific amounts. They are allowed to apply, and this particular professional development committee just oversees . . . whether they overspend, or if it is under spent. . . . It has not been encouraged probably as it has at some of the other colleges. We don't have a professional development officer here. . . . There hasn't been emphasis placed on the value of professional development here. I know many members that said to me that they feel as though they are being told that professional development is a perk and something that they have been given—as something that they should be very appreciative for.

The organizational arrangements of the position of professional development planners was just as varied as its perceptions and meanings.

## Specific Research Question 6

**What perceptions and meaning do professional development planners hold about professional development?**

Professional development planners' perceptions and meanings were diverse. They depended on individuals' philosophy, colleges' philosophy, and the responsibility of each professional development planner. Two planners described it as improvement in the area of teaching and learning and in personal development. Two planners talked more about content-specific areas, and one person focused more on teaching skills and on administration needs. It was described as "a perk," as "training," and as "preservice and inservice." Adam recognized serving on committees as "a tremendous form of professional development." Most included reading professional journals, attending conferences, teaching and learning, workshops on instructional methods to facilitate teaching, sabbatical leaves, and personal development. Two participants excluded personal development, especially if it had nothing to do with teaching. Two insisted that some professional development should be mandatory.

### Teaching and Learning

Two planners concentrated mostly on teaching and learning, although others included teaching and learning as part of professional development. Jerry provided what he thought was his college's philosophy first, and then his own philosophy. His focus was on teaching and learning:

> We don't have a stated philosophy. Our implicit priority for staff development is the improvement of the teaching and learning process in the classroom. That is the test for any of the activities and the programs that we sponsor. It does or doesn't contribute to improvement with teaching and lead to improvement in learning and determines whether there is funding to send people on conferences, workshops, or programs.

**Maintain Knowledge in the Field**

No planner included field experiences. Rita had a different perspective and seemed to agree with other staff members who provided this information:

> Many members have mentioned they [the administration] feel it is not something that needs to be done to be able to maintain your knowledge in the field or to maintain the network that you need to have to do to be able to advance in the field.

Rita also provided her college's philosophy on professional development. She stated that "the policies and procedures manual just stated that it is the responsibility of the faculty member to look after his own professional development." She continued:

> The college is willing to give financial support for conferences. We put together the terms and references of all professional development; we considered long-term and short-term leaves and twenty different items. . . . We realize we are very limited at this college."

Patty's idea was similar to Rita's. She included both improving teaching and learning and discipline specific skills of instructors. Her idea was that

> it is important for everyone to become as "fluent" as instructors as they possibly can. What that means to me is that people should do whatever they can to maintain currency in their day-to-day activities that enables them to be good instructors. To me it is very important that people have the opportunity to follow their own kind of style in keeping up with the trend in education as well as the trends within their own particular subject; and that's different for everybody. I think it is really important that I can supply a variety of activities. I think diversity is the key.

Later in the interview Patty commented, "My goal is to build a learning community for everybody."

**Train for Success of the Organization**

Cathy had yet a different description. Her concern was for the organizational needs first and then instructors. She felt that some training should be mandatory. She commented.

> I always think that within an organization the professional development has to be targeted to goals of the organization so that everybody is moving into the right direction. If every one is going off in a different direction with their professional development it's not targeted enough, and doesn't have the same impact on the organization because obviously we want to train for the success of the organization. I think the ownership belongs to everybody; it's not just the organization. I don't think that individuals can sit back and say, "Train me, train me, train me." Individuals have to be very involved with the roles of professional development as well. . . . Parts of it should be mandatory; specifically the ones that are going to help achieve the objectives of the organization.

**Focus on Instructors**

Adam was more concerned about instructors' well-being and how he could facilitate their professional development. His description included personal development because of its positive impact on a person. He believed in a more holistic approach:

> I believe that any kind of development leads to improved effectiveness in the workplace, whether it is professional or personalized. I see the workplace just as an extension of community. The individual needs to be nourished whether he is at work or outside of work, and I think that the workplace should offer opportunities for personal development as much as being away from work offers personal development opportunities. And the same goes for opportunities of professional development.

Adam also thought that preservice should be mandatory. "All new hires that are going into the classroom have to go through that." He emphasized that

> they are hired for their competence in their field; they were not hired for their teaching ability, and we need to arm them with a few skills before they get into the classroom. Something like that needs to be mandatory.

In addition to the definitions of professional development, planners included some specific activities.

## Some Specific Inclusions

Planners agreed generally what should be included, but there were differences. One focused on the core teaching areas, and others concentrated on traditional areas. Most included professional development, conferences, workshops, presenting papers, sabbaticals, updates in computer software and techniques, and teaching methods as essential items. Some mentioned personal development. Patty explained her college's position:

> That's one that we have really struggled with in professional development meetings. It's the belief of the committee in general that, mostly, personal development leads to a positive sense of well-being, a positive attitude towards the job, and therefore should be supported. Now, where is the line? Do you fund somebody to go to learn to play bridge at the most fancy bridge school in North America because that would make them happy? I think there is a real fine line, and any of the requests for funding that have to do with truly personal development are brought forward to the entire committee to consider before they are approved.

Adam stated that it is difficult to tell the difference between what is personal development and what is professional development, because it has a positive impact at the end anyway. Jerry's elaboration was typical. His college allowed workshops, seminars, and conferences for improving teaching and learning. He elaborated:

> Conferences, there will be funding available for faculty on campuses for workshops and to present papers at conferences. We offer sessions on instructional skills workshops, instructional techniques, and classroom assessment techniques. We offer classes for coaching, active learning, participatory learning.

> . . . We do faculty orientation; there is the sabbatical. We have a pool of money that part-time people can apply for to assist them. We also include the purchase of software for computers as part of the faculty development funding as well.

Cathy had a holistic view and a broad spectrum on activities that would address the needs of instructors, which included "learning to train people how to deal with change, teaching individuals how to communicate. There is a whole other side of that, it's not only the technical side. You have to take a holistic approach."

As far as inclusions, Rita remarked, "As long as it is content specific, . . . it's mostly limited to your core content, subject area, . . . so I would say it's about basically 100% content." She mentioned that someone once took a stress management course, and her college supported it. When I asked her about teaching skills she commented, "Last time I asked a member from another college to come in and give an hour and a half session on Instructional Skills Workshop (ISW), so we did that. There hasn't been a lot in that area."

Adam commented on activities for all levels at his college. He would specifically include anything that would help the employee to be effective:

> I think professional development from a postsecondary position would be any courses that would help the employee be effective in the classroom, . . . or the classes that would help them to be a more effective instructor. If they are supervisors, there are courses that will make them become a more effective supervisor. And if they work at a line level, there would be courses that would help them do their particular jobs better.

Later in the interview he mentioned that he had learned a great deal serving on various committees. "It provided the opportunity for me to meet with a ton of people . . . and gain a lot of experience." Although several types of activities were included, planners made it clear that the college could not fund every course that instructors wanted to take.

## Some Specific Exclusions

Planners excluded some things that they thought that instructors should do on their own time because it had nothing to do with teaching and learning or with their specific content area. These things, such as flower arranging, exercise classes, knitting, and cooking, would not enhance instructors as employees on the job or make them more effective instructors. They had to draw the line between job-enhancing activities and some kinds of personal development. Jerry's college was specific in excluding personal development:

> You know, there is personal development and professional development or instructional development, and these are distinctions. We tend to not provide very much for what we describe as personal development. It really does focus on things that are professional development, that involve your teaching. . . . Primarily it does exclude the personal development. If someone wants to take a fitness course, for whatever reason, we would not see that as appropriate expenditure from faculty development fund.

Specifically, Adam excluded things that generally did not improve teaching and learning or improve instructors' discipline-specific areas of instruction. Although he included personal development, there was a limit. He explained, "If you looked at a program like flower arranging, or something along that line, although they should certainly add value to the individual, those are things that may be done outside the institution on the individual's own time."

Rita commented, "If they applied for something like an exercise class or something like that, it would probably be denied." Patty, on the other hand, would include some personal development because "it leads to a positive sense of well-being, a positive attitude towards the job, and therefore should be supported." Cathy answered,

"Just knitting—there are courses, which will have to be excluded such as knitting and cooking and those types of things."

## Specific Research Question 7

**To what extent are planners of professional development reaching out to accommodate instructors in their effort to continue their professional development?**

Generally, participants reported that planners made an effort to ensure that instructors were satisfied with their attempts to provide meaningful professional development activities, but there were some concerns and constraints. Planners of professional development encouraged instructors to be involved in planning their professional development. They explained their strategies to determine instructors' needs and assess the effectiveness of their programs. Some concerns and limitations to offerings were noted. Participation was a problem, and planners tried incentives to increased participation. They addressed other concerns and offered some suggestions for improvement. I begin this section with planning strategies.

## Strategies Used in Planning Staff Development

I asked about planning strategies because the answers would prove the extent to which instructors, the main stakeholders (the others would be students, the institution, and industry), were involved in the planning process. Some planners solicited feedback and consultation with instructors, leaders in the education field, and industry. Requesting feedback was an attempt to ensure that instructors' needs were identified and that action was taken to meet those needs. Patty explained, "I take the time to chat with people both formally and informally." Adam encouraged staff to come in and say, "What did we overlook?" Planners were definitely trying to ensure that instructors were involved in

planning their professional development. They used both formal and informal means to gather information on needs.

**Formal Planning**

Planners of professional development were conscientious about planning and tried to involve staff by reaching out for planning ideas from their educational community. Planners also went directly to instructors for input into their programs. Formal planning included a form of needs assessments, focus groups, going to leading-edge companies for ideas, and using ideas from the ACIFA professional affairs committee (PAC). One person who went to the National Council for Staff, Professional, and Organizational Development (NCSPOD) and other education conferences also used ideas that she had learned at those conferences.

Adam spoke of "benchmarking other postsecondary institutions to see what they are doing at their colleges and universities." "We don't have formal needs assessments," Jerry explained. "We did a set of extensive focus groups, with faculty to see what their needs were. We did a random sampling of faculty and set up five focus groups of about 12 to 15 people in each focus group. And we randomly selected throughout the faculty membership." Patty conducted needs assessments each fall. She explained, "Unfortunately, like many surveys, we don't get a huge reply on those. Out of approximately 300, we had less than 50 replies this fall." She also received information from an ACIFA PAC meeting when someone mentioned that he had conducted orientation at his college, and she took that to her committee.

**Informal Planning**

Planners conducted interviews with instructors and supervisors either personally or through e-mail. Jerry explained, "It's a lot of talking with people and listening to faculty to see what their ideas are and what they needs are." Cathy concurred, "It is also obtained through one-on-one interviews with staff and supervisors." Adam also conducted informal interviews. He "actually went out to the employees and asked them what their needs were, so we assess what the community requires for training, and we try to be able to react to that." He explained that, "if it's only one or two persons that are looking for something, we may not be able to offer that program, but we may be able to direct them somewhere to get that." Adam took the time after inservice to ask staff, "What would you like to see next year? And what did we overlook?' And later go back to that information we collected." Patty included, "I try to get information on a day-to-day basis by belonging to lots of college-wide committees."

**No Planning**

One college had no planning. Rita explained, "I know the Human Resources Department committee has asked by e-mail a couple of times, 'What would you like to see?' I don't think the response was great, but they asked." But "it was just that once, . . . because we really don't have a collegewide plan, we don't have professional development officers, we don't have anyone that plan things." Those who made plans and had programs in place made assessments of how their programs were working.

## Assessing Effectiveness of the Staff Development Program

The effectiveness of staff development programs was measured by feedback, participation, and interest in the program. Effectiveness was also measured in relation to constraints and concerns. Participation was a good indicator of effectiveness. However, one planner believed the long-term effect of preservice and inservice could not be measured initially because the effect of the activity could be appreciated long after the activity had passed. Some planners expressed satisfaction with the way their programs were received but wanted improvement. Programs were evaluated according to the feedback received through the use of focus groups and generally speaking with instructors.

### Feedback

Instructors found it difficult to measure feedback. Jerry was satisfied with the activities he offered through his professional development program. He thought his program was "effective" and based this "entirely on feedback that says 'yes' [on answers to appropriateness of sessions]." But he was not "able to do in a significant way a really good evaluation of what we need to see." From speaking to groups of people, he thought "There seem to be a very high level of satisfaction with the faculty development program." In his evaluations , Jerry's asked, "Did you find the sessions interesting and educational, or were you energized by it?" Patty asked questions such as "What was most useful for you? What would you change? And would you like more of this?" Adam reported that

> feedback on this semester on inservice was extremely good. Most of it was oral, because we use our employees so much, we didn't really introduce a big feedback mechanism, because we felt that people were offering up their own time, so we weren't critiquing the presentation so much. Instead we just asked whether or not the offerings were appropriate, and we got good responses on the courses that we offered.

Patty had a bad experience trying to administer a feedback instrument because a staff member had presented and another staff member thought it would be unfair to ask for feedback on a volunteer. Feedback forms were therefore used for "off-campus people, because they are getting increasingly expensive, so I want to ensure that we are getting value for our money."

Cathy also used feedback forms as an assessment tool but would not express how effective they were, even after some thought. She stressed:

> Feedback is always important, but it has always been a question because, any textbook that you pick up, they say feedback on professional development is difficult. . . . When it comes to behaviour and that sort of things, it is very difficult to measure, very, very, difficult to measure.

She continued, "It impacts your confidence level, it impacts all sort of things as human beings, and I have always found it difficult to measure." With regard to classroom observations, Cathy thought, "I don't know how effective it is because, if you think of it, the instructor knows you are going in on that specific day to evaluate his or her teaching, and it's only for a brief moment of time." She thought the immediate supervisor would be a better judge of the effectiveness of preservice and inservice training. Students assessments should help as well.

**Focus Groups**

Focus groups served as feedback as well as an evaluation tool. Jerry commented, "Focus groups were partially an evaluation and partially a needs assessment, kind of

mixing the two, because we did start looking at whether the program is meeting people's needs. And if not, asked them what their needs were and what would you change."

**Formation of a Database**

No formal records were kept on participation of individual instructors except by one college, which had done that for two years. Jerry stated, "We started developing a database program here, so we now trace everything professional development, and this past year we updated our computers at the divisional level. We have also traced the entire individual spending on activities." He explained, "Individually, people can access their record and know exactly what they took, things at the divisional level, and their own allocation of what they used and when they used it." This tracking of participation in activities provided, would serve instructors as well as administration in tracing staff's participation and interest in certain subjects, as well as who was participating." At another college one planner was skeptical about tracing participation because he feared instructors might perceive this tracking as threatening. Adam also said, "We don't track who is involved. But it is just seeing their faces; it is sort of being involved in some of the volunteer work around here.

**Concerns and Constraints Affecting Planning**

Participants reported that the biggest constraint that affected planning was time. There was also some concern around timing of activities to accommodate instructors. Funding was a problem for two colleges. Another concern was that the same people took advantage of professional development activities. Many professional development planners expressed this concern and thought that lack of properly communicating what was offered, could have contributed to it.

**Money**

Planners had limited funds and had to budget to get value for their spending of the professional development dollars. Not every college was able to schedule activities that would be of interest to all staff or to satisfy their needs. Some colleges had to look outside their colleges for suitable activities that would be of interest to staff.

Rita was concerned that "there was a money issue and a time issue" because of travel cost. Funding was not a problem for every institution that I visited. Patty seemed very satisfied that "we have tremendous funding here, so that is not a constraints here." Planners from two of the four institutions I visited did not see money as a major problem, although they felt they could always use more money to improve offerings of activities. Adam stated that some institutions offer courses free, so money should not be a barrier. Cathy's concern was, "I don't feel that [our department] can control the budget." Cathy wanted to have "more control of the budget, so that you can plan for it. It is very, very difficult to plan without knowing ahead of time what money will be allocated for professional development." Jerry remarked, "I have no complaints about money. We could always use more money, which is nice to have. But you do what you can with the money that you have." Adam said, "There is never enough money." To get around the funding problem Adam decided, "There are way too many talented people here to be going outside and bringing in experts when we can rely on our own experts. So a lot of it was done thanks to the benevolence of our staff."

**Time**

In addition to limited funding for activities away from colleges, the greatest concern was time. Planners reported that they needed more time to do a better job. They

were very conscientious about this. Jerry admitted, "The primary one is time, just finding the time to do planning and finding other people who have time to spend planning." Timing was also a concern for Adam. He commented:

> Timing is tough. Timing is getting harder and harder just because of the busy lives of our staff. It's also had to do with semesters and the way they work. The semester ends, and the staff had been going hard for four months, and that tends to be the time we can squeeze in some training.

He continued, "If we give them training when they are not in the classroom, they are also very tired at that time." Patty observed that time had affected staff participation at her institution. She showed her frustration when she said:

> I think if there are any constraints, it is time. I would like to be putting fifty-seven other things all year long, but that doesn't happen because I don't have time. I have this wonderful program that is happening right now, and my e-mail is full of people saying, "Sorry, I can't come; sorry, I can't come." I am still marking exams, and due to final grade, I think time for us is probably the biggest problem.

Later she explained, "So often people sign up and say, 'Yes, I can't wait,' and then we get to the meeting time and they do not come." Lack of time and money affect participation.

**Participation**

Participation was also a concern that sometimes frustrated planners. This was due to the timing of activities, which coincided with the time when instructors were most exhausted and burnt out at the end of a term. There were also concerns because of geographical location. One college with limited funding could support only a few activities away from its premises.

Adam reported that an evening course on leadership "ended up being cancelled because of lack of involvement from staff." Another course "I think the maximum was

twenty-five that would be accepted, and it went ahead with something like eighteen, so some of the programming has been accepted very well and some aren't." There was one exception. Cathy spoke about a course that instructors wanted to attend. She remarked, "The attendance is very high, and individuals are usually upset if they can't go." On the other hand, Patty had problems getting people to attend her planned activities. She explained:

> There were several new part-time people that couldn't participate in instructional skills workshops in August, so they said, "Could you put one on in the fall?" And I said "Sure." I sent around a survey and asked for good times, evenings and weekends. It came to weekends, so I tried for late September. Couldn't get a full class. Tried for mid-October, sorry, too busy and too busy. Couldn't get a full class, so certainly, it restricts in terms of the fact that people can't come when you can find the facilitators to do it or the location or whatever, and then they have to be cancelled. And the other problem of time; I have twenty-six sessions going on in six days, and two of them are practically cancelled because of lack of participants. And also where six or eight or ten or twelve or twenty-nine, whatever the number of people that registered, far fewer actually attend.

Another concern expressed by instructors was that the same people attend sessions all the time. Patty remarked, "We get the same core over and over again, but quite pleasantly, we attracted some brand-new people last time." She explained this contradiction by stating that there were more support staff than faculty. Later she complained:

> I struggle with the people. We get a huge individual allotment of funds as well as access to all kinds of extra funding, and there are people who, year after year, don't use a penny. They never come to the sessions. They never go to a conference; they never buy a journal.

This was a very common frustration that surfaced several times.

Adam had a similar complaint: "What we see is the same people over and over again taking the program." He could not understand

> why there is a group of people, maybe it is an eighty-twenty rule or something, but a group that even if we went up to them personally and asked them to participate, they would either be too busy or not interested.

He continued, "It is such a rewarding experience, I don't understand why so many don't get involved." Rita's comment was, "Some people register but cancel because they are single parents that worry about child-care." One planner felt that lack of participation could result from poor communication.

**Communication**

Some planners linked lack of participation to inadequate communication, but they could not determine the root of the problem. Perhaps it was apathy or insensitivity. Adam observed that "there seems to be a communication gap between the institution and instructors, and I don't think it is anybody's problem." He added, "It just exists, and whether or not instructors feel that our faculty association looks after all their needs, that they don't go outside of that," he did not know. The colleges were making an effort to publicize what was offered, but there was not always the required response. Adam provided an analogy:

> I look at it very much as a scholarship. You know, there is a lot of people in college and university who will find out where the scholarships are available, and they will fill out the form; . . . whereas there are others who float around, and they have no desire to even check it out.

**Needs Assessments**

One problem planners identified was the assessment of faculty needs. Jerry reported, "Our biggest challenge is trying to assess what your needs are and also what do we have to offer." This challenge is something all the planners struggled with because of

limited responses to invitations to participate and ineffective or no needs-assessment instruments. Some tried incentives.

## Incentives

The probing question on incentives (Appendix B) was primarily included to determine how instructors were reaching out to meet the professional development needs of instructors. Although those instructors who participated in professional development activities did so because they were intrinsically motivated, planners used extrinsic means to lure staff to attend professional development activities. They offered free textbooks and light lunches in some cases. These were some methods that planners used to try to encourage attendance. In other cases there were no incentives.

Some colleges allowed carryover of funds designated to instructors for their professional development, and instructors could bank their funds towards the purchase of computers. One college allowed an additional pay increment. The formation of a database would serve instructors who wanted to trace what activities they had participated in recently and would help planners in tracking participation. Planners also provided textbooks for some courses or seminars, offered honorariums to staff members who made presentations, and set up a website for easy access to information and communicating which conferences and seminars were planned. Need for time and money were already identified, so any reduction in cost or time-saving would likely encourage instructors to get involved in professional development.

### Carryover of Allocated Funds

At most colleges, funds are designated for individual instructors' professional development. Some allow the carryover of these funds into another fiscal period in the

individual instructor's name. Jerry confirmed that "the individual allocations that we give can be carried over for three years, and if they don't spend that money, that money comes back to the faculty development fund." This policy was also the case at another participating college.

**Purchase of Computers**

Another way of encouraging instructors to use the allocated funds was through the purchase of computers. Jerry confirmed, "Many instructors have purchased computers from that fund, a popular way to buy a computer. Generally they take them home. . . . They have to have their dean's and their [supervisor's] approval." This practice was followed at one other college. Jerry stated, "Generally there are no other incentives, . . . no extra increment." But this does happen at another college.

**Pay Increment**

Adam reported that some instructors might receive a grid on the pay scale

> for adding education to your portfolio so that you can prop yourself up; . . . for example, if you take computer upgrading and anything that actually assisted you in the classroom, then you use them as credits. The downside of this is that once you reach your maximum salary, the increment is lost.

**Free Textbooks**

Another extrinsic reward was free textbooks, which were offered at more than one college. An example was classroom assessment techniques, where "we provided a fifty-dollar textbook, that we used in that course. We don't ask faculty to pick up that expense." Free textbooks may appeal to some instructors.

**Honorarium for Presenting**

Instructors were offered an honorarium for presenting workshops at their colleges. It encouraged sharing among instructors and was seen as a cost-saving device, as Patty explained: "Outside speakers are very expensive. We do provide some incentive for faculty who deliver workshops, and usually we give them a gift certificate, or monies will be added to their individual professional development accounts." That was to encourage people to facilitate the sessions and workshops: "We rely on the intrinsic motivation of instructors who are willing to help."

**Information on a Website**

Jerry called this *one-stop shopping* because instructors and others could log on to this website to see what was happening in the area of professional development, either offerings at the college or conferences and other activities at other institutions. Application forms for registration and funding of activities were also posted on the website. He explained, "We have a lot of faculty who have gone to our website to get all the information, and they can download all the forms if you need to apply for anything. The policies and procedures are on the site."

Some colleges have websites linked with the ACIFA website specifically set up for listing professional development activities.

**Reimbursement for Out-of-Pocket Expenses**

Both an instructor and a planner suggested that out-of-pocket expenses should be reimbursed. With regard to child-care expenses, Rita suggested, "Make that available to them so that would reduce the financial burden on their lives; otherwise it just means

further expenses" for them. Most colleges already reimburse instructors for out-of-pocket expenses.

### Aversion to Incentives

Not everyone thought that incentives were necessary. Some thought that instructors were intrinsically motivated to undertake professional development. Cathy commented:

> I think the incentive is professional development. I think it is an inner motivation, an inner incentive. To me there is nothing more motivational than attending two-, three-, four-day conferences, a weeklong conference. I think it is a wonderful feeling; it increases your ability to do your job. It increases your confidence level; it increases your self- assurance, so I think that is incentive enough. I don't think you have to pay people to go to professional development. I think if you have to start paying to go to professional development, you are training the wrong person.

Some instructors felt the same way. They thought that the whole idea of professional development was something that they were continually motivated to do.

## Recommendations for Improvement

Planners had solutions for improving their jobs of providing professional development activities for instructors. Their concerns about participation led them to study how to improve their offerings of activities. Adam confirmed, "We don't just want to be busy; we want to be doing things that impact training in a positive way, so effectiveness; I think this is going to be a big measuring stick for us." Communication was stated as an area that needed improvement. Coordination within colleges, and especially with other colleges, encouragement, effective needs assessments, partnerships with industry, performance management systems, and systems thinking were all mentioned as important to improving professional development at colleges.

## Coordination Within Colleges

Larry was concerned about the levels of administration of various aspects of professional development. He thought that there were too many teams with overlapping responsibilities: "There is duplication, and we fall over each other sometimes with duplicate resources for our office areas. There is often a problem. You have to figure out your own and somebody else's boundaries." He also emphatically stated:

> Right now we are very fragmented. I do peer faculty development, so those things related to teaching and other approaches. One department handles technology, which is another area reporting to another person. Curriculum support reports to a different person in another area on a different level. Different people, a different resource center, which also reports to a different place, also provide a lot of the technology. So we have a lot of resources here, but they are very fragmented in terms of the organizational structure, I think if I had my way, I think we really need to be brought together under one person.

## Coordination With Other Colleges

Rita recommended "a professional development officer, to be able to trace at least what is happening. We can't afford to get in highly paid speakers, and so we have not really been connected to other colleges in the past." She continued:

> I think we got one [invitation] from another college, but we get some from large companies; for example, on self-esteem, workshops on how to release stress, or things like that, but not specifically coming from colleges, just from the general public.

Rita complained, "We are not accessing the valuable resources of other colleges. If we had a professional development officer we would be able to organize, we would be able to at least have a lot of valuable people they are bringing in, or for specific content or specific areas."

## Communications

When I asked planners how they could improve their staff development program, Adam was quick to answer, "Communications." He remarked,

> This is one of the cornerstones that link the new employees with what we are doing. We want to get the word out, to communicate in a way that reaches everybody and make him or her keen to want to participate. Some of these programs are so positive, and the people that go through them are just really excited at the end of it all.

## Encouragement

Planners definitely thought that extrinsic rewards would encourage participation. One planner even thought that instructors who participated could publicize its benefits. Overt or covert encouragement may be planned in devious ways. Adam recommended:

> Maybe they need somebody as a mentor, someone who has gone to the ACIFA conferences on a regular basis, someone to say to that person that "our goal is for you to bring someone from [your college community] with you." It would cost a little bit more up front for whoever is funding it, and to actually drag one of your colleagues to this luncheon or this course may help.

Patty's recommendation was overt: "I think we can have some employment incentive program for the people that go to sessions." Rita was both overt and covert and recommended "just giving a pat on the back, . . . just positive feedback," and "once they have certificates for attending certain courses, maybe a little bonus for certain number of courses." Patty added that food and door prizes are likely to encourage participation. Adam commented, "I think some of it should be on the institution's time. People work eight hours a day on their jobs. Professional development outside should be an enjoyable experience. It shouldn't be drudgery." He suggested that his boss would agree: "All professional development need not take place outside the institution's time, in the

evening or weekends." Using the employer's time may offer instructors time and encouragement to participate in what is offered. Instructors affirmed that they wanted some recognition for attending, even though their responses showed they were intrinsically motivated.

## Expectation of the Job

Another way of encouraging participation in professional development activities would be to make it an expectation of the job. Patty explained that if "there would be a way of saying to these people [non-participants], 'Excuse me, but I have never signed a professional development form for you. This is expected of you. We are striving for excellence here,' then some instructors may pay attention." If it were explained that "our president wants this to be the best community college in North America. We cannot be still doing things you were doing in 1992. You are expected to do professional development on a regular basis," then more people may show an interest in professional development. She did clarify that "punitive measures would not be appropriate," yet she thought that there could be incentives for people who do professional development continually.

## Needs Assessment

All planners were concerned about identifying needs. They recognized the value of well-developed needs assessments instruments and hoped that these could be implemented in the future. Because of the rudimentary forms of needs assessments described and conducted, or no needs assessments at all, Rita recommended:

> We need to find out more about what the particular needs are and an in-depth needs assessment to find out what the needs are among our members. . . . We

> need to look at more short-term needs and long term needs. . . . We need to find ways to support our faculty to learn, especially when they are willing to learn, so they will, and be able to give a long-term commitment back to the college.

In addition to determining the needs of instructors, planners recommended relationships with business.

## Partnership With Business

Planners recognized the value of partnerships with business. They realized that a partnership arrangement could be one good form of professional development. In particular, Rita was sure that this would be great for keeping current in content areas. She commented:

> We need to look more at how we can complement the two [individual and management]. We need to look more at how we can partner with business, especially those that are teaching within those areas, and come back and use some of those things that we use in business, to be able to teach and keep our students current, because they could be widening the gap if they are not really in tune. . . . We tend to be isolated, so we need ways to connect.

Instructors also voiced this point of isolation and partnering with business to keep current for themselves and their students. One planner considered a systems approach and another felt that performance management systems would be beneficial for employers as well as for instructors.

## Performance Management System

Systems thinking would connect instructors with management and enlighten everyone on the mission of the organization. Cathy explained that performance-based management

> is really to facilitate two-way discussion between a supervisor and an employee and to ensure again that everybody is moving in the same direction, so that we can concentrate on the behaviours and the experience that are required to do that, and also discuss individual professional development.

She continued, "It is really important also to identify where individuals see themselves in four or five years as career planning for professional development." That was not currently being done at her college. Two instructor recommended "a learning plan" as a starting point.

## Systems Thinking

The idea of the whole college working together towards the same goal was expressed earlier. Rita wanted that taken one step further, towards systems thinking. She said, "I would love to be able to even take some courses in the systems thinking area. . . . I will use it a lot on committees, and even in the courses that I teach. I know that we will all work better and be more productive." Rita's idea was that "systems thinking deals with how the whole unit can work better together, on its mission, its goals, its marketing plan, so that the whole college can pull together and move forward." Another point she raised was "having more of a connecting, even instructors connecting with each other." She advocated an entirely integrated plan of professional development for the whole college.

## Career Planning

Another way to foster participation and inclusion in professional development was through career planning. Both instructors and planners mentioned this point. Rita mentioned career planning and setting goals. She explained that "this would provide

direction . . . just knowing where activities would lead them." This futuristic view could be one incentive.

## Summary

In this chapter I used data to answer specific research questions 6 and 7. Question 6 asked planners of professional development about the meaning of professional development to them. Question 7 asked how planners were reaching out to accommodate instructors in their effort to continue their professional development. Answers to question 6 confirmed that those who planned professional development had definite meanings. The answers were both general and specific.

The general answers were (a) for the improvement of teaching and learning in the classroom, (b) for maintaining knowledge in your field and maintaining the network needed to advance in one's field, (c) for mandatory training for success on the goals of the organization, (d) for maintaining currency in the day-to-day activities to enable them to be good instructors, and (e) for offering opportunities for personal development.

Question 7 provided answers on how instructors were reaching out to meet the professional development needs of college instructors. Planners made definite efforts to include instructors in the planning process. They wished they had more time (a) to conduct quality needs assessments to discover instructors' needs, (b) to form focus groups to evaluate the effectiveness of the inservice program, (c) to prepare formal feedback instruments at the end of sessions they provided, and (d) to conduct informal feedback through interviews with instructors and managers.

Planners offered solutions for improvement in their methods of providing professional development for instructors. These included (a) coordination of factions of

professional development sectors within their institutions, (b) coordination of professional development among colleges, (c) better communication methods with instructors so that they may know what is available, (d) trying to set up formal effective needs assessment instruments to assess instructors' needs, (e) assessing ways to encourage participation in professional development, (f) more partnerships with business to keep instructors up to date in their disciplines, (g) a performance management-based system, (g) more systems thinking, and (h) better marketing strategies to include other institutions and inform them of the teaching and learning strategies at other colleges.

In the last two chapters I have presented my findings on the meanings of professional development to instructors and planners of professional development, their needs, and their recommendations as to how they perceived that these needs may be met. In the next chapter I discuss the findings in relation to the literature on recent studies on professional development.

# CHAPTER 6

# DISCUSSION

In the preceding two chapters I presented my findings about the professional development needs of college instructors who participated in the study. In this chapter I examine the findings and compare them with recent research and literature. I returned to the literature after data analysis for evidence of agreement or disagreement with my findings.

I specifically focused on the research questions and the results of the research. Each question is discussed separately and sequentially. The responses to each research question are provided, and similarities or differences from the literature are noted. Whatever inferences I have made are based on the findings from the study, further discussions with participants and colleagues, notes that I made during interviews, and comparisons with documents that I received from colleges.

## Purpose of the Study

The study was designed to identify the professional development needs of college instructors and determine how these needs may be addressed. This question was answered through the more specific questions that follow.

## Specific Research Question 1

**What perceptions and meanings do college instructors hold about professional development?**

Responses to question 1 tended to overlap or be similar to responses to Question 3. For purposes of clarity, I have merged some responses to Question 3 here to report them as part of question 1. The responses to this question show that instructors' perceptions of professional development generally agreed with conventional definitions from the professional development literature. Most instructors were self-directed to continue their professional development because it was important to them and their jobs, and they accepted some responsibility for it (Cranton, 1989; Knowles, 1990; Squires, 1999; Zuber-Skerritt, 1992). The degree of responsibility depended on the specific meaning that each instructor held.

### Meaning of Professional Development

Most instructors stated that professional development was generally anything that would assist them in improving the performance of their duties, including the ability to use tools that increase the efficiency of their jobs. This generally accorded with the University of Adelaide's (1998) definition, which described professional development as policies, procedures, and activities which assist staff to meet their professional, academic, or personal needs. Dodson (1994) confirmed that it should include anything that would help instructors to do their jobs well. Zuber-Skerritt (1992) defined it more narrowly "as the development, self development, and institutional management of faculty (or academic) staff at all levels, . . . with reference to their responsibilities as teachers and managers in higher education" (p. 145).

Instructors I interviewed had a broader definition. Most wanted to maintain or upgrade their knowledge and agreed that professional development includes anything that would increase knowledge and assist them to do a better job, not only as instructors, but also as members of professional organizations in their area of expertise. Langenbach (1988) recognized that "the conventional concept of continuing education, according to Houle, was a relatively undifferentiated series of attempts to maintain or modernize the professional's knowledge and skill that occurred after induction into the profession" (p. 108). Those instructors who were also members of professional organizations wanted to continue their education in their discipline-specific areas. All instructors cited specific activities to be included as professional development.

## Specific Inclusions

Instructors I interviewed taught or facilitated learning; most had a passion to continue learning in the field of education, although most did not specifically call themselves professionals. Instructors also provided a list of activities they believed should be included as professional development. The list included, but was not limited to, attending conferences, taking advanced courses in their fields, learning to use distance education tools, and taking further studies in teaching and learning. This list agrees with that of Nowlen (1988), who included "baseline knowledge and skills; the challenge of new roles, critical skills of the mind; proficiency on self-managed learning" (p. 86) as important professional development activities.

Although some instructors admitted to struggling to keep up to date, the majority wanted leading-edge knowledge and skills. The need to keep up-to-date in their area of expertise was seen as critical. Most instructors passionately addressed this need, which

was followed by the need for teaching skills, especially in the area of adult education. Computer skills were recognized as very important in this time of rapid change, particularly being able to run software programs and keep up to date with these programs. Some instructors also cited personal development as very significant to their well-being as well to enhance their jobs as instructors.

POD (2000) identified three aspects of professional development when they described instructors as teachers, scholars, and professionals; at the same time they are human beings and adult learners. This complexity would account for their different perspectives and responses. Each individual related to his or her discipline in a unique manner and understood professional development from his or her own perspective.

**Skills Needed**

Generally, I found that, to continue their education and do a good job, instructors needed help in finding time and resources to continually keep up to date in their area of expertise and teaching and learning. Some instructors felt that keeping current would even improve their colleges' academic staff's education and image and that colleges would benefit from more informed, better-equipped instructors. One instructor suggested that students would also be beneficiaries of professional development, because they want relevant training and current education to prepare them for the workplace and for continuing higher education. The greatest concern was updates to instructor's areas of expertise.

**Areas of Expertise**

The findings show that almost half of the instructors whom I interviewed were *dual professionals*, meaning that they were educators and members of professional

organizations. Hence those instructors recognized that they must be current in both pedagogy and andragogy, and their discipline-specific area or profession. One professional development planner stated that instructors were hired for their expertise. Being a social worker, an accountant, a trainer, an economist means being affiliated with a professional body and accountable to that body. This dual professional status of college teachers increases the need for varying professional development activities.

Those instructors with professional designations complained that they were not well served in this area. They felt that their area of expertise needed more attention. In their 1994 study Baiocco and DeWalters (1998) found "travel funding continued to be the first priority— reflecting . . . that faculty's preference for discipline-specific development" (p. 39). They identified as a second priority the need for "mentoring for teaching effectiveness and assistance in using technology and developing materials" (p. 39). These findings are not a revelation as my data supported this view. Nixon (2001) stated that "this dual professional identity which is particularly relevant to those in a professional training role is becoming increasingly difficult to sustain, both at the level of professional practice and at the level of organizational structure" (p. 78). He went on to say that "the system requires of university lecturers an increased investment not only in their own institutions, but in the professional and business communities and the various networks and structures that comprise their particular fields and subject specialisms" (p. 78). In addition to their specialized areas, most instructors wanted to keep up-to-date with teaching skills.

**Teaching Skills**

The majority of instructors and planners of professional development stressed the importance of pedagogy and andragogy. Some instructors expressed a lack of availability of activities in this area. On the other hand, one instructor thought that the college offered too much in this area. Baiocco and DeWalters (1998) agreed that there is a need to improve teaching. They emphasized that "new-age" students, "external forces," government, and computers make it necessary for instructors to be better trained. They assumed that faculty were unprepared to "lead into the information super-highway" (p. 4) and that faculty development is the key to reform. They recommended that development planners take the lead because of the need. Katz (1999) agreed that instructors and those who design learning experiences must be prepared to use courseware developments.

Instructors did not speak of a personal theory of practice or their philosophy of teaching, examples of learners' work, professional items written, teaching materials produced, job rotation, projects, or an inquiry stance, action research, and experiential assignments (Bailey et al., 2001; Cochran-Smith, 2001; Cranton, 1989; Speck & Knipe, 2001; Spence, 1996). Nor did they talk about learning communities as discussed in the teaching literature. Also specifically mentioned in the teaching literature but not by instructors were school placements and reflective teaching.

Not all instructors could or would participate in professional development, and some cited reasons that they did not participate. Grant, Ali, Thornsen, Dei, and Dickie (1995) saw participation as a major concern. Foley and Clifton (1990) confirmed that instructors with more experience were less involved in professional development. Dennison and Gallagher (1986) stressed the importance of professional development and

its effect on colleges, the students, and instructors if instructors become complacent. Langenbach (1988) placed more emphasis on the continuation of professional education of professionals. Most instructors I interviewed wanted to continue learning. Katz (1999) mentioned that there should be incentives for participation. Most instructors did not need incentives, although they wanted their institution to share some expenses.

Some writers regarded pedagogy as professional development without mentioning the discipline-specific skills and needs for update in those areas. Instructors I interviewed placed their discipline-specific needs ahead of their pedagogical needs. Some literature on professional development for teachers (Cranton, 1989; Zuber-Skerritt, 1992), addressed teaching and cited frequent changes as the main reason for this; but they did not place much emphasis on updating in the instructor's area of expertise. In addition to teaching and learning, instructors acknowledged that computing skills is another area in which they need updating.

**Computing Skills and Educational Technology**

All instructors I interviewed saw these as necessary tools to enhance teaching, to search the Internet, and for administrative chores that instructors must perform as part of their duties. All instructors acknowledged that their colleges provided some form of training in computer skills, but that the pace of change, coupled with the scarcity of time, made it very difficult to keep up to date in this area, especially with the possible change to distance delivery of college courses, using Web-based software and video conferencing.

Some instructors felt that it is essential that they keep current in this area to maintain their jobs. Katz (1999) spoke of the reconception of roles of instructors and the

need for these technologies for the future. Katsinas (1994), Levin (1996), Wright and Stammer (1996), Dunlap (1998), Squires (1996), and Shapiro and Levine (1999) had similar concerns. Another area that some instructors thought was necessary was personal development.

**Personal Development**

Some instructors identified needs for personal development to enhance their ability to perform better at the job. A few did not recognize personal development as part of professional development, because they perceived this to be completely their responsibility. This area was of some concern because some instructors and planners had to "draw the line" or make a distinction as to what could be considered personal development for job enhancement and what was for other reasons. Nowlen (1988) argued that to perform well on the job, personal development should be included as part of professional development. Spence (1996) distinguished the need to balance personal development and professional development.

Some colleges have counselling staff or counselling included in a benefit package, and this attends to serious personal needs; for example, burnout. Councelling was separate from professional development and part of a wellness program, but some instructors included it as part of professional development. Personal development was also seen as "fun" for relieving the tension and stress on the job. One instructor referred to this as "recreation and relaxation." Therefore it seems from some instructor's points of view that categories of personal development skills identified as needs might be addressed as part of a professional development model for instructors.

As facilitators of education, most instructors agreed that they must take responsibility for their professional development.

**Responsibility**

Instructors I interviewed, unlike teachers, did not have a professional body that enforced standards for their teaching; it was tacitly implied that there must be some rules of instructing. Some instructors believed that they should accept full responsibility for their professional development because they felt driven to keep current and be professional in their duties. Others felt that it was a shared responsibility between themselves and their employer; and some contended that their colleges must take most of the responsibility.

One respondent maintained that the faculty association should accept some of the responsibility. A review of documents provided by the colleges' faculty associations indicated that they do address professional development issues their staff may encounter and accept some responsibility for the professional development of faculty. Further evidence of faculty association's involvement surfaced when I examined faculty associations' constitutions and collective agreements, which included with the administration of professional development funds.

Romiszowski (1999) and Imel (1990) talked about the concept of self-development, which rests with each employee, acknowledging that instructors have to take responsibility for their professional development. Bailey et al. (2001) believed that "ongoing professional development is our own responsibility, . . . although avenues of growth should be available in our own workplaces" (p. 238). I believe those instructors who wanted their colleges to share the responsibility were in agreement with Bailey et al.

Nowlen (1988) spoke of the fit of the individual and the organization, which implies that organizational needs should be synchronized with individual needs. The University of Adelaide (1998) recommended that "individual needs and organizational needs should be linked, and that organizations have an ethical responsibility to ensure that obsolescence of employee skills does not occur" (p. 1). Some instructors also held this view; others felt that it was up to them to create a learning plan for themselves to make their career path. Baiocco and DeWalters (1998) agreed that professional development is an issue of responsibility, and faculty need to take that responsibility. Dodson (1994) affirmed that staff should be entitled to training to help them to do their jobs well. The findings of this study confirm the expectation of this entitlement. Wright and Stammer (1996) also supported this position and said that management should be proactive, creating vision and providing support to instructors. Simpson (1990) found that "faculty in higher education, unlike other professional groups, are very dependent upon the institutions they serve for development of their careers" (p. 8).

From the documents examined from the colleges I visited, it was clear that the administration did take some responsibility for professional development of their staff. They put great emphasis on instructors' professional development, but the level of support depended on the size of the college and its philosophy regarding professional development. More professional development planners were involved at the larger colleges, and more money was allocated to professional development.

Documents analysis revealed that it was difficult to tell in some cases if there was a philosophy of professional development. At two colleges, policies on professional development seemed to focus more on the administration of professional development

funds. One college stated clearly that professional development is the responsibility of the instructor, and another directed instructors to take the initiative to remain current in their fields. All agreed to provide opportunities for faculty development for their staff and provide funding for professional development. The constitution of one faculty association identified as its purpose devotion to professional development as well as to salary negotiations. One college provided funds but allowed the faculty association to administer the funds. Zuber-Skerritt (1992) reiterated the Australian Vice-Chancellor Committee's recommendation that "each university should develop a declared professional development policy" (p. 172). Clearly the notion of responsibilities for professional development is multifaceted; however, the findings from the interviews suggest that more responsibility should fall on the instructors.

## Specific Research Question 2

**How do instructors keep up with their professional development?**

Most respondents acknowledged that it is important to keep up-to-date with the rapid changes in the environment, and most took the initiative to do so. Although some agreed that keeping up-to-date requires lifelong learning, others could not find the time to keep current. Keeping up-to-date is a challenge and requires a consistent commitment to learning because of rapid change in and out of the workplace. Dotolo (1999) found that most instructors wanted to improve their teaching and learning, but wanting to improve is only part of the story. Salmi (2000), Dunlap (1998), Cheeatow (1997), and Nowlen (1988) all confirmed that keeping up-to-date was a major challenge for educators. These challenges included, but are not limited to, time, funding, increasing information, and expanding knowledge.

Most instructors were adamant that they needed to keep current, and others were more complacent about their professional development. Lack of time and timing of activities were contributing factors. A few argued that having young families kept them from using private time to focus on professional development. Baiocco and DeWalters (1998) explained that "individual faculty frequently find comfort in maintaining the status quo and by foregoing their own professional development" (p. 28). This general statement did not apply to the group I interviewed. Baiocco and DeWalters acknowledged that it is important to keep up with the rapidly changing environment, and so did most of the instructors whom I interviewed. They accepted the challenge to gain and maintain proficiency in their areas of expertise as best they could; this was very important to them. They wanted to do it for themselves, their colleges, and their students. Those who tried to keep up to date did so both formally and informally. Those instructors who kept up to date did so by attending conferences, workshops, and seminars about teaching and learning and in their areas of expertise. Some instructors preferred to do searches of important professional development topics on the Internet on their own time. Others read professional journals, tried new software, had discussions with colleagues, and attended their colleges' inservice offerings. Presenting at conferences was also mentioned as a way to keep up to date, because it forces presenters to be current in their areas of expertise. Some instructors expressed a need for experience in their industry to keep up with leading-edge information in their field.

Instructors relied on information on professional development activities from colleges' newsletters, texts, ACIFA's Web page, their colleges' inservice offerings, and offerings of courses from other educational institutions and professional organizations.

Some pursued higher degrees, such as master's and doctorates. One worked on certification in adult education, specifically, CACE (Certificate in Adult and Continuing Education). Romiszowski (1999), Baiocco and DeWalters (1998), Cohen, Brawer and Associates (1994), Katsinas (1994), Imel (1990), Nowlen (1988), and Cranton (1989) all confirmed these activities as useful means of keeping up-to-date and therefore felt that they should be included as part of professional development of college instructors.

Most instructors stressed that they did it "on their own"; that is, identifying their needs and accessing the necessary resources. Romiszowski (1999) and Imel (1990) talked about the concept of self-development, which rests with each employee. Because instructors are adult learners, if they are motivated to continue their professional development, they would seek out activities they needed (Knowles, 1990). Those who tried to keep up-to-date also relied on their colleagues to share information on changes in technology and on teaching and learning.

A few instructors thought that the activities now available to them were not sufficient or applicable in some cases. Instructors needed colleges and faculty associations and professional organizations to provide varied activities, improved delivery methods, easier access, and more time and money designated for professional development. Now that the Internet is available, some activities on updates on teaching and learning could be provided online by colleges and professional organizations so that instructors who need those updates could access them on their own time.

## Specific Research Question 3

**What attitudes do college instructors hold towards professional development?**

Following a general discussion about professional development, instructors acknowledged their attitudes towards professional development. The responses to this question tended to overlap with answers to research question 1; therefore, only responses on attitudes are discussed here.

Some instructors had extremely positive attitudes and participated in facilitating professional development activities. I interpreted participation as one indicator of professional development needs. Another source was the perception of needs held by planners of professional development. These are discussed with research question 6. One person who did not participate also cited needs for professional development, and another presented reasons for nonparticipation as gaps or needs not met.

Some instructors participated in planning professional development at their colleges to influence the process and to ensure inclusions of what they perceived as needed in the program. One instructor had previous experience planning professional development activities and wanted to contribute. Another instructor participated in planning mainly to find out how other instructors were taking advantage of professional development funds allocated for instructors. I found that it was not that they needed time-management skills as much as that they wanted time to participate in professional development activities.

Overall, instructors exhibited the attitudes described by Zuber-Skerritt (1992), who distinguished (a) staff who do not want academic staff development; (b) staff who do not want it for themselves, but tolerate its availability for others who might benefit from it (those who in theory espouse enthusiasm for some development but do not actively participate); and finally (c) those who actively engage in professional

development (p. 146). This study found that some were willing to participate, but others had serious concerns and reservations as to whether their needs were being met.

## Specific Research Question 4

**What concerns and issues do instructors perceive about professional development?**

Instructors expressed many concerns and constraints affecting their professional development. They identified time as the greatest factor. Next came timing of professional development activities and workload. Most struggled to keep up-to-date because of these constraints. Experience on the job affected the amount of professional development that some pursued, and life's uncertainties caused some additional pressures. The speed of technological changes influenced the ordering of professional development activities, as instructors juggled activities with other commitments. One instructor mentioned that he thought that the administration viewed faculty development as "some sort of perk." Baiocco and DeWalters (1998) agreed with this statement. They said, "One reason for administrators' reluctance to put their faith in professional development is that in a climate of budget cuts, it is viewed as a luxury" (p. 33). These attitudes were major concerns for most instructors.

Baiocco and DeWalters (1998) spoke of the challenges that college instructors have to face in light of the changes in the types of students, the computer, government, and business pressures.

> Dramatic changes in our society wrought not only by 'new-age' students but also by many external forces are coming to U.S. higher education and we professors cannot afford to be complaisant. Social, technological, and economic changes have turned the spotlight on our classrooms, where the drama of our evolving cultural identity is being enacted. At the same moment, the U.S. public is exerting pressure on educators to become more accessible to students and more accountable. Together these forces will revolutionize how we teach. (p. 2)

Governments want instructors to do *more with less,* and employers want students ready for the workforce. Reforms in higher education, globalization, and increased knowledge and communications have increased the challenges for instructors (Grant, Ali, Thornsen, Dei, & Dickie, 1995; Baiocco & DeWalters, 1998; Cheeatow, 1997; Cohen, Brawer and Associates, 1994; Salmi, 2000).

Foley and Clifton (1990) acknowledged that stress is a major issue for college instructors, and it affects professional development. Instructors I interviewed confirmed increases in stress level. Some cited conflicting roles, family matters, health problems, workloads, and personal life decisions outside of their jobs. Gmelch (1993) explained that the stress cycle begins with "stressors, a set of specific demands" (p. 17) that "include but are not limited to, lack of time to keep current, salary, workload, interruptions and meetings" (p. 17).

This study confirmed heavy workloads, larger class sizes, and more marking of papers as stressors. Many instructors complained about exhaustion at the end of a semester. Some instructors were burnt out at the end of the term, and they could not start professional development activities at that time. Some spoke of the need for "cool-down time for unwinding from the stress and work of teaching during the term." Some recommended "rest and recreation," "time for reflection," and "building a sense of community." Cheeatow (1997) spoke of burnout, depression, and emotional fatigue, and the need for programs to address these problems. These problems may be some of the reasons for failure of professional development programs.

Professional development efforts have failed to address some instructors' needs (American Federation of Teachers, 1995; Baiocco & DeWalters, 1998; Cheeatow, 1997;

Imel, 1990). Baiocco and DeWalters also spoke of the lack of success of traditional faculty development and its history of repackaged and recycled versions of basic effective programs because "academics are looking for a quick fix rather than long term solutions to a very complex set of problems" (p. 34). Craft (2000) agreed that traditional methods were not working. One instructor recognized these recycling efforts and showed disgust because he wanted new offerings and more updates in his content area. In addition, some scheduled inservice activities were not always convenient for instructors.

Another problem was that inservice did not always meet some instructors' needs. What was offered just did not match what some instructors considered important. The University of Adelaide (1998) recognized that "individual needs and organizational strategy should be linked and that organizations have an ethical responsibility to ensure that obsolescence of employee skills does not occur" (p. 1). Nowlen (1988) concurred that both the individual and organizational needs should be fulfilled. In practice, this does not always happen. Rottenburg (1987), in the report on the International Conference in Berlin, reported on a survey of British universities that identified seven major staff development problems.

1. Low priority, lack of support;
2. Lack of reward for or incentive to attend training sessions;
3. In many cases there were committees and panels in charge of staff development but these are not action taking bodies;
4. Lack of time;
5. Existing perceptions of staff training;
6. Difficulties of time tabling;
7. Lack of specific funding. (pp. 27-28)

Respondents to this research mentioned most of these concerns. This raises some problems for instructors who want to do a good job but are sometimes sabotaged by time and rules not synchronized with instructors' values. Baiocco and DeWalters (1998) talked

about a quick fix, but I agree that there are no quick fixes that are lasting. It is a continual process of discovering new ways of doing things more efficiently.

Although the majority of instructors wanted more updates in discipline-specific areas, they did not seem to receive much encouragement for that from their administrators. A few complained that they were expected to deliver the same course material for several years and did not have time for updates. Planners of professional development could pay attention to instructors' needs and try to be more accommodating.

## Specific Research Question 5

**How can participation in professional development be improved?**

Instructors who participated in planning were intrinsically motivated to do so. The majority of instructors I interviewed wanted their colleges to be committed to professional development and show this through a college policy that would emphasize commitment to professional development. Alfano (1994) agreed that a policy must be in place, but this would not guarantee participation. This study and Freedman's (2001) confirmed that instructors as adults are motivated to learn what they want to learn. Cranton (1989) mentioned that apart from mandatory professional development, participation might be a problem. Cochran-Smith and Lytle (2001) disagreed with mandatory professional development on the grounds that "if mandated, it becomes a substitute for grass root change efforts" (p. 55).

A few instructors recommended that a specific time be set aside for professional development. Some wanted guidance in planning, relevant inservice activities, and better planning and timing of inservice. Some specified that they wanted the administration to encourage professional development through positive affirmation by providing incentives

for professional development. Shapiro and Levine (1999) agreed with incentives for those involved in learning communities. All agreed that more participation would be beneficial to the instructors, their colleges, and their students.

It was clear that some instructors valued collegiality. Some talked about teaching in isolation. This loneliness on the job does not foster sharing of experiences and ideas for helping the less-experienced instructors. Active learning and sharing is one way of reflecting on the past term, increasing awareness of similar experiences and thinking, discussing problems, and trying to find solutions to problems.

## Incentives

Professional development planners and some instructors stated that incentives might be a way to encourage participation. Baiocco and DeWalters (1998) spoke of credentialing as an incentive, which "might lead to promotion in rank or merit awards" (p. 250). But they also argued that incentives alone would not be sufficient. They forcefully asserted that it is an issue of responsibility and that faculty need to take responsibility. Instructors I interviewed did not seem interested in promotion to administrative positions, although a few of participants were part-time administrators. Some accepted full responsibility, but others felt that the degree of responsibility was limited by the time they could devote to professional development.

Shapiro and Levine (1999) suggested incentives and rewards for involvement in learning communities in the form of "course release, compensated time for planning and faculty development, public recognition and rewards, summer stipends, base-salary adjustments, supplemental travel money and so on" (p. 95). Some instructors agreed with

intrinsic rewards and wanted financial compensation to avoid having to pay out of pocket for expenses for faculty development.

## Time

Most instructors voiced concerns about time for professional development. They wanted more time to become involved in professional development activities. Dunlap (1998), Cheeatow (1997), and Nowlen (1988) all agreed that time is a problem. One advised that if administration earmarked time for professional development, instructors might use this time specifically for professional development. Dunlap and Cheeatow argued that time is a problem. Garrison (1968) contended that

> most junior college teachers cite lack of time as their overriding problem. For whatever reasons, . . . they find it hard to husband enough time for their own study, for the development of new teaching ideas, for refreshing association with colleagues in their own discipline. (p. 9)

According to some instructors I interviewed, one thing that could save time is guidance in planning their professional development activities.

## Guidance and Planning

Some instructors required guidance in planning. Asking for guidance may seem to contradict adult learning principles, but it can also be seen as a way of using time efficiently. The strategy used by Baiocco and DeWalters (1998) includes planning at the organizational level, the departmental level, and the individual level, which would serve the college, instructors, and students. Guidance and discussions may bring some needs to the surface. Some instructors felt that their administration could include a policy that would demonstrate their commitment to professional development. Craft (2000) offered guidelines for planning and for maintaining a planning inventory.

## Policy

The colleges I visited had policies in the administration of professional development funds, but little attention was paid to a specific model of how professional development itself should be organized or how the institutions and staff would collaborate to ensure that professional development goals were being achieved. In fact, two colleges stated that professional development was purely voluntary. Speck and Knipe (2001) and Zuber-Skerritt (1992) agreed that a professional development policy is important. Blandford (2001) observed that a professional development policy representing the views of all staff at all levels would be effective. The colleges seem to have some general expectations. One had recently installed a system to trace which staff took advantage of professional development activities, and another way to facilitate instructors in taking advantage of professional activities is through timing of activities.

## Timing and Planning of Activities

Most instructors commented that they could not participate during the semester. Two instructors stressed that at the end of the semester they need a "cool-down time to unwind" before attempting to be involved in professional development. One instructor talked about having "some planning opportunities to prioritize what we can assess in terms of cost." Another suggested "rest and recreation." Informal planning and timing on an individual basis may be easier than planning for the entire institution. A mentoring system may serve as a reminder that instructors are not alone.

## Mentoring

Instructors talked about teaching in isolation. The loneliness does not promote sharing of experiences and ideas for helping less-experienced instructors. Active learning and sharing is one way of reflecting on teaching, increasing awareness of issues, and fostering discussion of experiences and everyday problems (Speck & Knipe, 2001). A mentoring program especially for new instructors would provide an outlet where new instructors may discuss problems in a nonthreatening environment. Although, generally, Baiocco and DeWalters (1998) believed in a mentoring program, the criticism was that such a program "has an implied expert-protégé alliance" (p. 265) ; hence "some inherent difficulties may be responsible for its unimpressive record" (p. 266). They said, "Participants may confuse coaching with judging" (p. 266). Instructors may be more likely to consult with their peers if they feel that they are equals. One college I visited encouraged mentoring. Still, an instructor at that college felt "isolated." This could be due to lack of time to fully participate in a mentoring program.

## Specific Research Question 6

**What perceptions and meanings do planners of professional development hold about professional development?**

Those who planned professional development spoke of improvement in teaching and learning as a priority. One planner suggested including improving discipline-specific skills of instructors for fluency in the content areas. Maintaining currency in the area of expertise was not a unanimous plea. Another saw it more as learning to fulfill the goals and needs of the organization. Still another viewed professional development as the kind of development that improves the effectiveness of the workplace and includes personal

development. Three of the five planners I interviewed included personal development as part of professional development to some extent, but it was limited to job-enhancing activities. Their statements accorded with what some instructors perceived about personal development.

Those who included personal development wanted activities to be holistic, - - - including body, soul, and mind. Some planners felt that the whole person needs to be nourished for better performance. They described formal and informal strategies they used to determine instructors' needs. They assessed the effectiveness of staff development programs through feedback on activities and discussions with individual instructors and focus groups. Planners' concerns and constraints were similar to instructors' concerns and included time, money, participation, and communication. For most, needs assessments were not formally administered or used.

Of the institutions I visited, two colleges provided definitions of professional development policy, stating what should be included and excluded and who should be responsible for professional development. At another college the policy focused on funding professional development and on what would and would not be funded. From policy statements on professional development at colleges that I visited, I found that overall where there were policies, they were not sufficiently specific in describing the colleges' philosophies on professional development.

From a review of documents I found that two colleges had a stated philosophy of professional development. They stated what professional development meant and what would be included as professional development. Two others did not specify the meaning of professional development in their policy documents but went on at length to explain

professional development leaves and the administration of professional development funds.

## Policy Statements

A clear policy would provide the stance that a college agrees to take on professional development, its meaning, and responsibilities of the college and staff rather than just the administration of funds, as done by some colleges in this study. It would determine staff expectations and the college's expectations regarding professional development.

Zuber-Skerritt (1992) acknowledged that "an institutional staff development policy is a so-called 'top-down' approach to professional development and has the advantage that all academic staff are involved and affected by it" (p. 175). They further stated that policy is essential that it is supported by "bottom-up strategies at the grass roots level and negotiated democratically through critical debate" (p. 175). Speck and Knipe (2001) recommended that it represent staff at all levels. One policy statements recommended by the Australian Vice-Chancellors' Committee (AVCC) Report of 1981 was that universities "allocate specific responsibilities for staff development activities to heads of departments/chairpersons of schools" and "actively support a staff development unit and allocate it specific responsibilities related to induction programs" (Zuber-Skerritt, p. 171).

Colleges should have this type of dialectical discussion to ensure that the policy would be effective. The AVCC set guidelines in 1981 as "an institutional policy for professional development." Only two colleges that I visited attempted to provide guidelines through their professional development policy statements. In practice, the

actual policies could be deducted from planned professional development programs for staff at the colleges I visited. Policy could show an administrator's meaning and support for professional development of staff through the activities they offered.

## Professional Development Meanings to Planners

Two professional development planners focused on teaching and learning. That was "an implicit priority for staff development" at that college. It was "the test for any of the activities and the programs that we end up going on." Specifically excluded by one college were activities that did not improve teaching and learning or improve "instructors' discipline-specific areas of instruction."

One planner emphasized that there should be mandatory seminars on teaching and learning for all staff. In the UK a great emphasis is being placed on teaching and learning. Nicholls (2001) stated that "professional development related to teaching and learning has now become imposed. All new academics have to adhere to this imposition and in the future all experienced academics will have to meet some form of imposed requirements" (p. 11). Imposed requirements was sanctioned by the Dearing Report of 1997 (National Committee of Inquiry into Higher Education; NCIHE). "One of the main features of the report was the inception of the [Institute of Learning and Teaching; ILT] and the notion of imposed or enforced professional development" (Nicholls, p. 4). Three colleges that I visited had some form of mandatory programs on teaching and learning for new instructors.

In addition, one planner had feedback from instructors that "something needs to be done to maintain knowledge in the field" and agreed with a view which was strongly held by instructors.

One planner concentrated on planning for the success of the organization, and another was more concerned about instructors' "well-being in the workplace." These meanings or emphasis on various aspects of professional development were also cited by some of the instructors I interviewed. I have already discussed the meanings in the literature under research question 1 and instructors' meanings of professional development.

## Specific Research Question 7

**To what extent are planners of professional development reaching out to accommodate instructors in their efforts to continue their professional development?**

Planners of professional development used several methods of collecting information to ensure that they were accommodating instructors. They used strategies to determine the professional development needs of instructors, and they assessed the effectiveness of their staff development programs. Despite their efforts to assist instructors, planners expressed some concerns and constraints that they encountered in planning professional development programs. They cited time, money, participation, and communication as key concerns. Planners also wanted improvements and provided some recommendations to enhance their staff development programs.

### Strategies for Assessing Needs

These were formal and informal. Two planners met one-on-one with instructors and asked for input into the staff development programs. They used collegewide e-mail to contact instructors and ask for possible subjects to be included in the program. All agreed that they had to do a great deal of talking to people at all levels to obtain information on

instructors' needs. One used focus groups for both determining needs and evaluating the effectiveness of the staff development program.

Nowlen (1988) noted that the "agenda setting continues through behavioural events and critical incident interview processes, simulations of peer relationship or client/patients/customer encounters and reviews of prior evaluations" (p. 88). He continued, "These and other approaches confirm the results of comprehensive assessments yielding a well defined continuing learning agenda of the traditional sort" (p. 88). Planners I interviewed used some of these means to assess instructors' needs for professional development. Witkin and Altschuld (1995) explained that, when assessing needs, planners should be looking for is a shared vision involving all stakeholders, who could help identify concerns and preferences. A few instructors confirmed the organizational arrangements explained by planners at two colleges. They spoke of a "divisional faculty development committee" which reported to planners and helped with screening applications for funds and identifying needs.

Boone (1985) recommended that, in program planning, all stakeholders be involved so that they would have an interest and buy into the program. This would lead to smoother implementation, and possibly evaluation of programs. Craft (2000), Romiszowski (1999), Witkin and Altschuld (1995), and Imel (1990) all stressed the importance of needs assessment in program planning. Planners could encourage participation through program planning and evaluation and create a vision of staff development.

## Assessing Staff Development Programs

Effectiveness was determined mostly through feedback from instructors on the activities offered. Planners used formal feedback forms, especially where outside facilitators were used. When inside facilitators were used, planners tended to ask for more word-of-mouth, informal feedback, because the facilitation was sometimes not financially rewarded. Although used as a needs-assessment tool, focus groups evaluated the applicability and relevance of offerings at one college, and the planner was very dependent on the findings of that group. Wright and Stammer (1996) argued that institutions may not provide adequate professional development opportunities, recognition of instructors' efforts to use technology, incentives including monetary compensation and opportunities for development, the necessary hardware and software, and release time to enable instructors to try something new. Funding, time and timing of activities limit planners. Administrators of professional development could pay more attention to these areas if they want to encourage academic staff to participate. An incentive program might entice staff to participate.

## Incentives

Some professional development planners mentioned that they provided small incentives to encourage participation in professional development activities that they organized. This was not really an answer and did not work in some cases. Some instructors mentioned that professional development should be intrinsic to instructors and that they should understand the benefits of continuing their education to keep current, especially in teaching and learning. One planner agreed and said, "The incentive is

professional development. I think it is an inner motivation an inner incentive. . . . I don't think you have to pay people." Baiocco and DeWalters (1998) advised:

> Initiative should begin by making faculty aware of the stages in teaching development, where they are on the teaching continuum and what they might do to improve. To be successful promoters of a teaching development initiative, we must acknowledge the ego involvement of most faculty in teaching and promote self-awareness, reflection, and a willingness to experiment with teaching and learning. (p. 250)

I did not encounter any instructor who spoke in the terms that Baiocco and DeWalters (1998) used. Instead, most instructors willingly increased their knowledge and continue learning. Shapiro and Levine (1999) suggested incentives to encourage involvement in learning communities. They suggested campus-based rewards, giving as examples "course release, compensated time for planning and faculty development, public recognition and rewards, summer stipends, base salary adjustments and supplemental travel" (p. 95). The participants in this study wanted mainly intrinsic rewards, but some did not want to be out of pocket for what they thought was their management's responsibility.

At some colleges pay increments would provide one type of encouragement for instructors who furthered their education. At other colleges this was not an option. Some instructors were already at their maximum on the pay scale. Therefore, this incentive could be perceived as a waste of time for some instructors. If administrators inquired about plans and accomplishment of further training during instructors' performance appraisals, it may be a way of keeping the subject to the forefront of instructors' minds. However, this is a form of assessment.

Nicholls (2001) argued for "accountability from an institutional perspective and for development and enhanced learning opportunities from the individuals' perspective"

(p. 54). Craft (2000) also wanted accountability and considered evaluation as a means of doing this as well as for assessing needs. Another way to encourage participation would be creating an agreeable time for offering inservice activities.

## Time and Timing of Professional Development

The biggest drawback to participation in professional development was time and scheduling. Planners tried to schedule activities for their instructors' convenience. Some activities were scheduled during the semester, before the Christmas break, and in the spring. Still, many instructors could not attend. Many indicated they had to do professional development on their own time because of heavy workloads. One instructor indicated that he needed personal time to spend with his young family.

Because the majority of instructors expressed concerns about the timing of inservice activities, it seems important to organize activities when they are most likely to attend and appreciate it. Proper timing could also increase participation and satisfaction with programs and increase efficiency.

## Planners' Recommendations for Improvement

### Needs Assessments

Planners acknowledged that well-prepared and organized needs-assessments instruments would help them determine what instructors felt would be necessary for inservice and how they perceived that these needs might be met. Witkin and Altschuld (1995) assured that needs assessments are to "make decisions regarding priorities for program or system improvement," and "it offers a useful and rational approach to identifying and describing specific areas of need, discovering factors contributing to

perpetuation of needs and devising criteria for plans to meet or ameliorate the need" (p. 4). If needs are met, participation in inservice activities and satisfaction with the program would probably increase At one college where fewer funds were provided, one planner recommended coordination with other colleges in planning professional development. This joint effort with other colleges could also be financially beneficial.

**Coordination With Other Colleges**

Because funding for professional development is a problem, and because collaboration increases synergy, coordination with other colleges could save some money and instructors may have a greater variety of sessions or seminars available. The planner from one college with limited funds suggested that, because her college could not afford to utilize highly paid speakers, she wanted to coordinate professional development with other colleges. Coordination may also encourage earlier planning of programs and more thorough planning of activities.

Even within colleges there were coordination problems. One planner complained about finding boundaries between technology and teaching and learning. This problem was addressed in the UK through "independent associations such as the Staff Educational Development Association (SEDA) and the University Co-ordination, Staff Development Association (UCoSDA)" (Nicholls, 2001) which "provided opportunities and pathways for academics to gain certification and accreditation for teaching in higher education" (p. 10). Collaboration is likely to foster better communication among colleges.

**Intercollege Communication**

With collaboration of effort there should be better communication among colleges on inservice offerings. If indeed colleges decide to offer updates jointly, there could be

economies of scale and sharing of information that would increase both the variety of updates, seminars, and workshops, and camaraderie among instructors. The Institute for Learning and Teaching in the UK addressed some problems but not the need for discipline-specific updates that most instructors whom I interviewed wanted. One planner suggested guidelines to deal effectively with professional development, should be listed as part of instructors' job description.

**Job Expectation**

One professional development planner suggested that if instructors were told, "This is expected of you. We are striving for excellence here; . . . you are expected to do professional development on a regular basis," it could increase participation in professional development. In some professions a number of hours must be spent on professional development, and the professional organizations keep records of number of hours that members spend annually trying to keep current (for example, the Society of Management accountants). Educational organizations may want to follow guidelines set by other professional organizations for making professional development mandatory. They could use professional standards as guides for updating their instructional staff. The Institute of Learning and Teaching in the UK has already recommended the imposition of mandatory professional development for teaching and learning. Preservice which dealt mostly with teaching and learning was mandatory for those colleges that had a preservice program. Colleges without a preservice program provided basic orientation for new instructors, a sort of introduction to the college. Inservice was optional at all colleges.

Some instructors mentioned partnerships with business as a way to keep up-to-date in their areas of expertise. Planners also had something to say about this.

**Partnership With Businesses**

One planner advised that instructors go into industry for updating and practical experience. Some instructors expressed an interest in going out into industry and learning the new techniques and practices that would help to keep them current. Although this may not be practical for all instructors, some effort could be made to ensure that at least some instructors have opportunities to observe first hand what is done in practice so that they may inform students of expectations in the workplace. One planner suggested that this might be achieved through systems thinking.

**Systems Thinking**

One professional development planner wanted management to implement a "systems thinking" model at one college. Knowledge and use of the systems approach could increase production and sensitivity of instructors needs and show understanding of the importance of professional development and its effect on the educational organization as a whole. Morgan (1998) spoke about "the visions, values and sense of purpose that bind an organization together can be used as a way of helping every individual and absorb the mission and challenge of the whole enterprise" (pp. 94-95). He continued, "Appreciation of an organization's vision, aspirations, core values, operating norms, and other dimensions of corporate culture creates a capacity for each person to embody and act in a way that represents the whole" (p. 95).

One planner expressed problems of duplication of activities because of lack of coordination among college divisions that provided professional development activities. This planner did not like the dispersion of effort because professional development was divided into several sections with teaching and learning separate from the technology

division and the wellness division. If efforts were coordinated under one umbrella of professional development, there would be no duplication of activities as described by a couple of professional development planners. The systems approach would facilitate coordination and cooperation among these groups. A joint effort of faculty association with their groups and a single budget would better streamline activities, and the result would be common goals and increased efficiency.

Blandford (2001) maintained that "performance management . . . is a means of expressing the relationship between appraisal, individual and whole school policy, planning, target setting, and process monitoring" (p. 199). It is of great importance to organizations. One planner identified performance management as helpful to planning but did not elaborate on how it would facilitate professional development.

Neither instructors nor planners spoke of learning communities. Blandford (2001) recommended learning organizations and learning communities as opportunities for professional development. Shapiro and Levine (1999) confirmed that learning communities would encourage professional development. Planners did not refer to this. However, like Shapiro and Levine, they believed in incentives as encouragement.

## Summary

In this chapter I discussed my findings and compared them with recent studies in professional development literature. The findings indicate that most instructors did have a philosophy of professional development, although they did not speak about a personal theory of teaching. They did not refer to action research, as in the K-12 literature, or on developing professional schools and effective leadership schools. Instructors included as professional development anything that would help them to expedite their duties on the

job. That included some responsibility to keep up-to-date in their area of expertise, in teaching and learning, computer skills, and personal development. Instructors I interviewed identified their needs and were hopeful that these needs would be addressed. Table 5 presents a summary of activities specified in the literature. I began by using Craft's (2000) list of activities, then Bailey et al. (2001). Instructors identified some of these activities as already in place and some as needed for their professional development, but they did not mention others. Table 6 lists other needs for facilitating professional development.

The findings established that, as adult learners, most instructors were prepared to seek out activities to meet their professional development needs and would do it on their own time. This confirmed that, as adult learners, instructors would choose what they wanted to learn. Participation in professional development activities was not overwhelming and was generally not enforced by colleges, although colleges did provide some activities and funds for their staffs' development.

For teachers there are standards of practice, and, in most countries, there is a governing body to enforce these standards. Instructors as a whole do not have such organizations and have only tacit standards.

Most instructors had concerns about time, timing, and funds for professional development. They showed a proclivity towards updates in their areas of expertise, and they wanted more in that area. This finding was unlike teachers who focused more on teaching and learning and on action research, and had professional standards for professional development. Planners were offering more extrinsic rewards for participation in professional development, whereas instructors were seeking more

Table 5

Professional Development Needs

| Professional development activities found in literature | Sources | Already in place at one or more colleges | Expressed need by respondents | Not mentioned as needed by instructors |
|---|---|---|---|---|
| Traditional methods (workshops, seminars, conferences) | Blandford, 2001; Craft, 2000; Speck & Knipe, 2001 | ✓ | | |
| Action research | Bailey, Curtis, & Nunan, 2001; Craft, 2000, 2001; Freedman, 2001; Spence, 1999; | | | ✓ |
| Teaching portfolio | Bailey, Curtis, Nunan, 2001; Craft, 2000; Speck & Knipe, 2001 | | | ✓ |
| Self-directed study as well as teacher research linked to awards such as the education doctorate, and self-managed learning for accreditation | Bailey, Curtis, & Nunan, 2001; Baiocco & DeWalters, 1998; Cohen & Brawer, 1994; Craft, 2000; Dunlap, 1998; Imel, 1990; Nicholls, 2001; Nowlen, 1988; Romiszowski, 1999; Speck & Knipe, 2001 | ✓ | ✓ | |
| Using distance-learning materials | Craft, 2000; Speck & Knipe, 2001 | ✓ | ✓ | |
| Receiving or giving on the job, coaching, mentoring, or tutoring | Bailey, Curtis, & Nunan, 2001; Blandford, 2001; Craft, 2000; Speck & Knipe 2001 | ✓ | ✓ | |
| School-based and off-site courses | Craft, 2000 | ✓ | ✓ | |

*(table continues)*

| Professional development activities found in literature | Sources | Already in place at one or more colleges | Expressed need by respondents | Not mentioned as needed by instructors |
|---|---|---|---|---|
| Job shadowing and rotation | Blandford, 2001; Craft, 2000; Shapiro & Levine, 1999 | ✓ | ✓ | |
| Peer networks | Bailey, Curtis, & Nunan, 2001; Craft, 2000; Imel, 1990; Speck & Knipe, 2001 | | ✓ | ✓ |
| Memberships of working task group | Craft 2000 | | | ✓ |
| Teacher placement in business and industry | Craft 2000 | | ✓ | |
| Personal reflection experiential assignments | Craft 2000 | | ✓ | |
| Collaborative learning | Craft 2000 | | | ✓ |
| Teaching journals | Bailey, Curtis, & Nunan 2001 | | | ✓ |
| Case studies | Bailey, Curtis & Nunan, 2001 | | | ✓ |
| Reflective teaching, self awareness, and self-observation | Bailey, Curtis, & Nunan, 2001; Cochran-Smith & Lytle, 2001; Craft, 2000; Freedman, 2001 | ✓ | ✓ | |
| Educational technology | Dunlap, 1998; Katz, 1999; Levine, 1999; Shapiro & Levin, 1996; Wright & and Stammer, 1996 | ✓ | ✓ | |
| Promoting job satisfaction | Craft, 2000 | | ✓ | |

*(table continues)*

| Professional development activities found in literature | Sources | Already in place at one or more colleges | Expressed need by respondents | Not mentioned as needed by instructors |
|---|---|---|---|---|
| Computing skills | Katsinas, 1994; Katz, 1999; Shapiro & Levine, 2000; Spence 1996 | ✓ | ✓ | |
| Theory of practice | Bailey, Curtis, & Nunan, 2001, Cranton, 1989 | | | ✓ |
| Making staff feel valued | Craft 2000 | | ✓ | |
| Currency in field | Katsinas; 1994; Nowlen, 1988; Zuber-Skerritt, 1992 | | ✓ | |
| Discussions with colleagues, relationships and community, collegiality | Imel, 1990; Karpiak, 1996; Nowlen, 1988; Shapiro & Levine, 1999; Speck & Knipe, 2000 | ✓ | ✓ | ✓ |
| Personal development | Nowlen, 1988; Spence, 1996, | | ✓ | |

Table 6

Facilitating Needs

| Facilitating needs for professional development | Sources | Already in place | Instructors expressed needs | Not mentioned |
|---|---|---|---|---|
| Time | Baiocco & DeWalters, 1998; Cheeatow, 1997; Dunlap, 1998; Garrison, 1968; Nowlen, 1988; Salmi, 1999 | | ✓ | |
| Good staff policies | Alfano, 1994; AVCC Australia, 1981; Zuber-Skerritt, 1992 | | | ✓ |
| Scarce funds | ACIFA & CAFA 1997; Cohen & Brawer, 1994; Levin, 1996; Oromaner 1986 | | ✓ | |
| Needs assessments | Craft, 2000; Imel, 1990; Land, 1984; Queeney, 1995; Romiszowski, 1999; Watkins & Altschuld, 1996 | | ✓ | |
| Leadership | Murray, 1999 | | | ✓ |
| Benefits and rewards | Foley & Clifton, 1990 | ✓ | | |
| Accountability, learning communities, institute for teaching and learning | Blandford, 2000; Clarke, 1999; McLaughlin & Zarrow, 2001; Shapiro & Levine; 1999; Speck & Knipe, 2001 | | | ✓ |
| Guidelines for planning | Craft, 2000 | | ✓ | |

intrinsic rewards. Planners and most instructors agreed that professional development could be improved if activities were scheduled at a time suitable for instructors if they could and would be more involved in planning, if better methods and needs assessment instruments would be administered, and if there was a college policy that encouraged professional development. This agreed with some of the literature. Some instructors wanted more guidance in planning their own professional development, more support from their fellow instructors, and collegiality so that they would not be working in isolation. Teachers get guidance from their principals.

One planner recommended better communication between professional development planners and a systems approach, which could improve professional development at colleges.

The next chapter summarizes the study and provides my conclusions and recommendations for theory and practice. I also discuss a revised framework for professional development and provide my personal reflections on the study.

# CHAPTER 7

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter I present an overview of the study, a summary of the findings, and my conclusions on the study. After making recommendations for practice and research, I also provide a revised framework for professional development. I end the dissertation with personal reflections on the study.

## Overview of the Study

This study was conducted to determine the professional development needs of college instructors and to determine how these needs might be met. I began the study by searching the literature on professional development of college instructors, related subjects of teaching and learning, and needs assessments done at educational institutions. I found that much had been written on the subject, but there was more to be discovered.

To identify instructors' professional development needs, I used qualitative research methods to discover instructors' philosophy of professional development, their deep feelings and reflections about their professional development, how they managed it, their concerns, and what was missing.

I prepared two sets of interview questions, one for instructors and another for those who plan professional development (Appendices A and B) to guide the study. I used probing questions to solicit precise meanings and answers. I interviewed thirteen instructors, four professional development planners, and one supervisor of planners from four colleges (three colleges and the pilot college) in Alberta. I promised confidentiality and used pseudonyms to disguise their identities. The interviews were conducted at the

participants' workplaces. I also retrieved and examined documents from participants' workplaces to gain further insights into professional development. The participants were very enthusiastic about the study and were willing to share experiences and time with me, regardless of whether they were satisfied with their involvement with professional development or not. My perception was that they did not hesitate to answer the questions fully and honestly and were willing to make recommendations for improvement. I therefore feel that the findings may be beneficial to those who plan professional development for college academic staff.

## Summary of the Findings

A summary of the major findings by specific research question follows.

Specific Research Question 1: What perceptions and meanings do college instructors hold about professional development?

1. Instructors I interviewed described professional development as anything that would assist them in better performing their duties on the job.
2. Most instructors took some responsibility for their professional development and were self-motivated to continue learning.
3. Professional development was important to the majority of instructors. It meant that they needed to keep up to date in their area of expertise, teaching and learning skills, computer skills, and personal development skills.

Specific Research Question 2: How do instructors keep up with their professional development?

1. Most instructors kept up to date by reading professional journals and other publications in their field, doing searches on the Internet, and attending or participating in conferences, workshops, and seminars.
2. Some instructors worked towards certification or other forms of credentialing.
3. Most instructors who were members of professional organizations became involved with their professional associations.
4. Some instructors made presentations at their college's inservice and at conferences.
5. Some instructors shared experiences with colleagues and participated in their college's inservice activities.
6. When necessary, some instructors were willing to go outside their colleges to search for activities to satisfy their needs.

Specific Research Question 3: What attitudes do college instructors hold toward professional development?

1. Some instructors wanted to be involved in planning professional development at their colleges to ensure that their colleagues could access meaningful and useful professional development activities.
2. Some instructors wanted opportunities such as sabbatical leaves to continue their education and continue learning and updating.
3. Although their professional associations would provide updates in their areas of expertise, most instructors wanted time and funding to be able to attend

functions organized by those associations. Some instructors were concerned about falling behind in their knowledge if this need was not satisfied.

Specific Research Question 4: What concerns and issues do instructors perceive around professional development?

1. In these changing times, most instructors felt challenged by the speed of development of computer and educational technology and changes in software, and needed time and resources to keep up to date in this area.
2. Three instructors felt that they taught in isolation and that more collegiality was warranted.
3. Four of thirteen instructors required time and opportunities to discuss matters of interest and problems encountered and to engage in problem solving.
4. Some major concerns for instructors included lack of time for professional development; timing of activities; workload; struggles to keep up to date; uncertainties such as student enrolment, illness, and cutbacks; technological changes; and funding.
5. Funding for conferences was sufficient at two colleges, but at two others not enough money was set aside for sponsoring instructors to attend conferences, particularly those outside of the province.
6. Four instructors wanted time to complete higher degrees and other credentials.

Research Question 5: How can participation in professional development be improved?

1. Some instructors envisioned time assigned for professional development activities as a vital part of their jobs. More than one instructor wanted time designated specifically for research in their areas of expertise.
2. Most instructors required inservice activities that were relevant, timely, practical, and meaningful to them - especially in the discipline-specific areas.
3. Some instructors wanted a professional development policy that shows management's encouragement and commitment. This policy would include incentives for participation in professional development and consequences for nonparticipation.
4. Some instructors also needed more time for recreation, for balancing teaching with personal life, and for wellness skills, which would contribute to a more holistic view of professional development.
5. One instructor mentioned timing activities to accommodate part-time instructors she felt were left out but needed more teaching and learning skills.
6. Two instructors mentioned that they required more release time for longer-term activities, such as sabbatical leaves to complete advanced degrees, and credentialing.
7. Three instructors believed that incentives and rewards for continuing education would show that management valued higher education. Some instructors wanted recognition from their administration after earning credentials, even if it was "little congratulations." Though most were self-directed to continue lifelong learning, self-gratification did not seem to be

quite enough. They craved recognition for their efforts, and this was important.

Specific Research Question 6: What perceptions and meanings do planners of professional development hold about professional development?

1. All five planners agreed that professional development is for improvement of teaching and learning.
2. One planner accepted it as learning to fulfill the needs of the organization.
3. One planner recognized it as development that improves effectiveness in the workplace, including personal development, which has a positive impact on the job.
4. Two planners believed that it is essential that inservice include discipline-specific skills.
5. One planner thought that professional development should be mandatory.
6. One planner envisioned professional development as a shared responsibility. She thought that educational organizations should encourage a learning community.

Specific Research Question 7: To what extent are planners of professional development reaching out to accommodate instructors in their effort to continue their professional development?

1. Some planners of professional development tried to accommodate instructors by conducting a rudimentary form of needs assessments both formally and informally.

2. Some planners asked for feedback as a form of evaluation of their inservice offerings. They asked questions about usefulness of sessions regarding delivery and timeliness. One used a focus group for receiving feedback.
3. Two of planners tried to offer small gifts to encourage participation in professional development activities offered by their colleges. Two planners provided honoraria to encourage staff to facilitate sessions. One planner provided free textbooks for some inservice sessions.
4. Three colleges built websites for listing professional development activities available to instructors. They used internet links to ACIFA's and other colleges' professional development websites.
5. In planning their programs, some planners used information that they gathered from leading-edge companies in industry, other postsecondary institutions, and attending conferences such as NCSPOD.

## Conclusions

The purpose of this study was to determine the professional development needs and concerns of instructors regarding their professional development. Based on the findings of the study, the following conclusions were drawn.

### Teaching roles

College instructors perceive their teaching roles as important and are generally intrinsically motivated to pursue a wide range of professional development activities. Most instructors acknowledged that it is obligatory that current skills in their area of expertise, new skills and ways of teaching and learning, and computer skills be kept up-to-date.

**Responsibility for professional development**

Some instructors were willing to take full responsibility for their professional development, whereas others thought their colleges needed to take at least some financial responsibility. Some instructors requested that a percentage of work time be specifically allocated for professional development and research and for taking credit courses. Some acknowledged that more educational and sabbatical leaves would mean a better-educated faculty. Need for these leaves reinforced the fact that instructors wanted to be highly qualified and current and wanted to continue lifelong learning.

**Types of professional development activities**

College instructors are eclectic in the ways that they pursue professional development. The majority of instructors participated in several types of professional development activities and would search outside their colleges for activities to satisfy their needs. Some instructors and planners advocated a holistic approach to professional development. Time was the scarce commodity that would allow reading journals, attending workshops, seminars, conferences, and continuing higher education, including completing higher degrees or credentials.

**Deterrents**

Heavy workloads and demanding personal schedules interfere with meaningful participation in professional development activities. Despite the willingness of some instructors to pursue professional development, constraints and concerns affected participation in professional development. Life's uncertainties sometimes resulted in rearranging priorities to exclude or limit participation in professional development. Some

instructors struggled to keep up-to-date, and this resulted in pressure and stress because of job expectations.

**Administration and Faculty associations support**

College instructors believed that college administration and faculty associations should more actively support professional development. Most instructors wanted their colleges to be more committed to professional development by updating policy to include emphasis on the importance of professional development. Some even wanted consequences for nonparticipation. They hoped their administration would intervene and hold instructors accountable for participation in professional development.

**Determining needs as adult learners**

As adult learners, instructors could determine what is important to them. Most instructors favoured events that are relevant and important to them, and they did not participate in or were not motivated to attend activities that they perceived as recycled events; yet they were curious about innovations in teaching that directly affected their work. Technological changes forced some instructors to keep up-to-date because they had to use newer versions of computer programs to teach or be involved in distance delivery mechanisms such as video-conferencing and Web CT.

**Funding needs**

More funding was needed to continue higher degrees and go to major conferences outside their immediate geographical areas. More modern computer equipment was needed at some colleges. Lack of funds was an indication that the latest equipment was not available for instructors. Planners were frugal in their use of professional development funds and were constrained by funding to pay outside facilitators.

**Instructional technology**

Instructors wanted to be prepared for the new wave of instructional technology and delivery systems that are changing the nature of teaching and learning. They were concerned that nonparticipation would have a negative effect on them and the status of their colleges. Some were afraid that lack of knowledge in this area could reduce their confidence in the classroom.

**Collegiality**

Greater collegiality was needed among instructors. They were interested in community and sharing experiences, talents, and new skills with other instructors. They did not want to teach in isolation. Mentoring programs were recommended but did not always work. There was a peer review system and a mentoring program at a couple of the colleges, but these were seldom used, because of lack of time and heavy workloads.

**Cooperation with professional development planners**

Professional development planners wanted to be the best they could be at their jobs; however, they needed cooperation from instructors and better needs-assessment instruments to determine instructors' needs. Most planners of professional development tried to determine the professional development needs of instructors and tried to meet some of those needs through their planning of inservice. They used both formal and informal means to determine needs. The needs assessments method used by planners were not as efficient as they would have liked, and some wanted to do more in this area. Some sought feedback on scheduled activities as a means of evaluating their programs. Activities were sometimes scheduled at times that were inconvenient for instructors.

**Incentives**

Planners provided extrinsic rewards for participating in professional development, whereas instructors were intrinsically motivated to participate in professional development. Instructors did not see the need to provide for food or door prizes to lure them to planned professional development activities.

Overall, the findings informed me that instructors definitely have professional development needs, and they made recommendations as to how they thought these needs might be met. From the findings I can conclude that twelve of thirteen instructors I interviewed are firm believers of professional development and are committed to it. Those who planned professional development also appeared to have a passion for professional development. Based on my conclusions, I propose the following recommendations.

## Recommendations for Practice

The following recommendations for practice are presented below. They have been drawn from the conclusions based on the findings of this study.

**Teaching roles**

College instructors who see their teaching roles as very important, are intrinsically motivated to continue their professional development. Administration should pay attention to those instructors' needs and their roles by publicly acknowledging their commitment to professional development through policy and have an established philosophy of professional development in their policy manuals. The policy should be made visible to instructors and state what is included, what is excluded, and the expectations of instructors and administration with regard to teaching roles.

**Types of professional development activities**

Planners and administration should provide a wide variety of professional development activities to suit instructors' needs. Instructors, administrators, and faculty associations should be involved in better planning and administering varied and relevant activities, improved delivery methods, and easier access to professional development activities. Now that the Internet is available, more activities could be provided online so that instructors could access them in their own time. Colleges should enter into partnerships with business and industry for the purpose of providing exposure to current practices as faculty professional development. Some instructors expressed an interest in going out into industry and learning the new techniques and practices that would help them to keep current. Although this may not be practical for all instructors, some effort could be made to ensure that at least some instructors have opportunities to observe first hand what is done in practice so that they can inform students of expectations in the workplace.

**Deterrents to professional development**

Administrators must acknowledge that heavy workloads interfere with participation in professional development activities. Care should be taken to ensure that instructors have the time to continue their education. All aspects of instructors' lives need to be balanced if they are to perform at a superior level. College administration must increase the time available so that more instructors might participate in professional development.

**Administration and faculty association support**

College administrators should actively support their instructors and help them plan long-term professional development activities. Encouragement could mean rewards in the form of promotions or activities that would bring them respect from their colleagues. For some instructors, "Congratulations" was enough. It could also be in the form of long-term leaves and sabbaticals and acknowledgement for effort taken to complete higher degrees, and offering certificates as evidence of completion of inservice courses. This support would also set an example for other colleges and could become institutionalized as part of college culture. Colleges could cooperate and plan to cost-share a summer institute where faculty in similar programs can meet, care, and share not only problems, but also possible solutions. I recommend that ACIFA sponsor a summer institute especially because one of its stated objectives is to promote professional development.

**Determination of needs**

Professional development planners should conduct regular needs assessments, which would help in identifying relevant topics for inservice activities. Instructors expressed concerns about the timing of inservice activities, hence it is important to organize activities for times when they are most likely to attend and appreciate them. The important thing is to post activities well ahead of time so that instructors can plan well in advance. I further recommend that college administrators examine guidelines set by other professional organizations for guidance in making professional development mandatory. If professional development becomes an expectation of the job, then instructors would be more inclined to stay current in their fields and in learning and teaching. In most

professions the number of hours spent on professional development is mandatory, and the professional organizations keep records of number of hours that members spend annually trying to keep current.

**Funding needs**

Administration and faculty associations need to increase funding to enable instructors to attend professional conferences sponsored by their professional bodies. Most instructors stated that they depend on professional conferences for updates in their discipline-specific areas.

**Instructional technology**

The new wave of changes in technology be must be addressed in terms of professional development. Hence I recommend that more activities relating to educational technology be sponsored by administration to enable instructors to keep current.

**Collegiality**

A mentoring program must be implemented especially for new instructors. Instructors expressed a need for collegiality. This would provide opportunities for the new instructors to discuss problems in a nonthreatening environment. Active learning and sharing is one way of reflecting on teaching, increasing awareness of issues, and fostering discussion of experiences and everyday problems.

**Cooperation with planners**

Professional development planners should receive the support and cooperation they need from administrators and instructors. They need instructors to answer questionnaires regarding their needs. They need administrators to encourage instructors

and provide more funds for organizing more relevant activities and bringing in qualified presenters. I further recommended that training be provided for planners in the preparation and use of well-prepared and administered needs-assessments tools.

## Recommendations for Research

Based on my conclusions, I make the following recommendations for research.

1. Additional research is needed on the impact of keeping current in discipline-specific areas and pedagogy. Would this facilitate student learning and make the students more employable if they have current skills, or will employers still have to train new employees? I believe it would make the student more excited about learning current skills and becoming ready for the workforce. Research on this will tell whether this is so.
2. Planners still recognize that participation in professional development is a problem because the same people attend all the time. Yet adults are self-directed to learn what they are committed to learn. To find out the real secret for their lack of participation, more in-depth interviews need to be conducted with those who do not participate in professional development studies, to reach those uninterested in professional development. Trying to reach those who do not participate as a target audience to find the real reason for nonparticipation, and discovering whether it is related to whether they like their jobs as instructors is another topic for research.
3. The literature on professional development referred many times to failures of professional development programs. More research needs to be done to discover the reason for failures in programming. Could it be related to life

stages? Participants in this study talked about priorities related to life stages. Both male and female instructors whom I interviewed referred to their life stages and the effect on their professional development. More research could be done to discover professional development needs associated with gender and life stages.

## Revised Conceptual Framework

In Chapter 2, I presented a conceptual framework (Figure 1) in which stakeholders in professional development would cooperate in the determination of needs for the benefit of instructors and their colleges. The findings of this study support the conceptual framework, with some additional modifications. Modifications were necessary because of my understanding of the data are supported primarily by these data and from literature. The revised conceptual framework (Figure 3) suggests that any of the three stakeholders (instructors, administrators, faculty associations) could initiate professional development activities, and environmental needs and programs should be provided to meet these needs. It shows that each has some responsibility for professional development. Colleges could provide time and resources and make commitments to encourage and communicate specifically for improving professional development for instructors. Cooperation would provide economies of scale, avoid duplication of effort, and leave more funding available for professional development activities. Instructors are the recipients of the activities, but the most important aspect in the centre of the figure is professional development needs. Instructors should cooperate with administrators in determining needs and how they might be met. Baiocco and DeWalters (1998) recommended a variety of sources "from top-down initiatives supported by

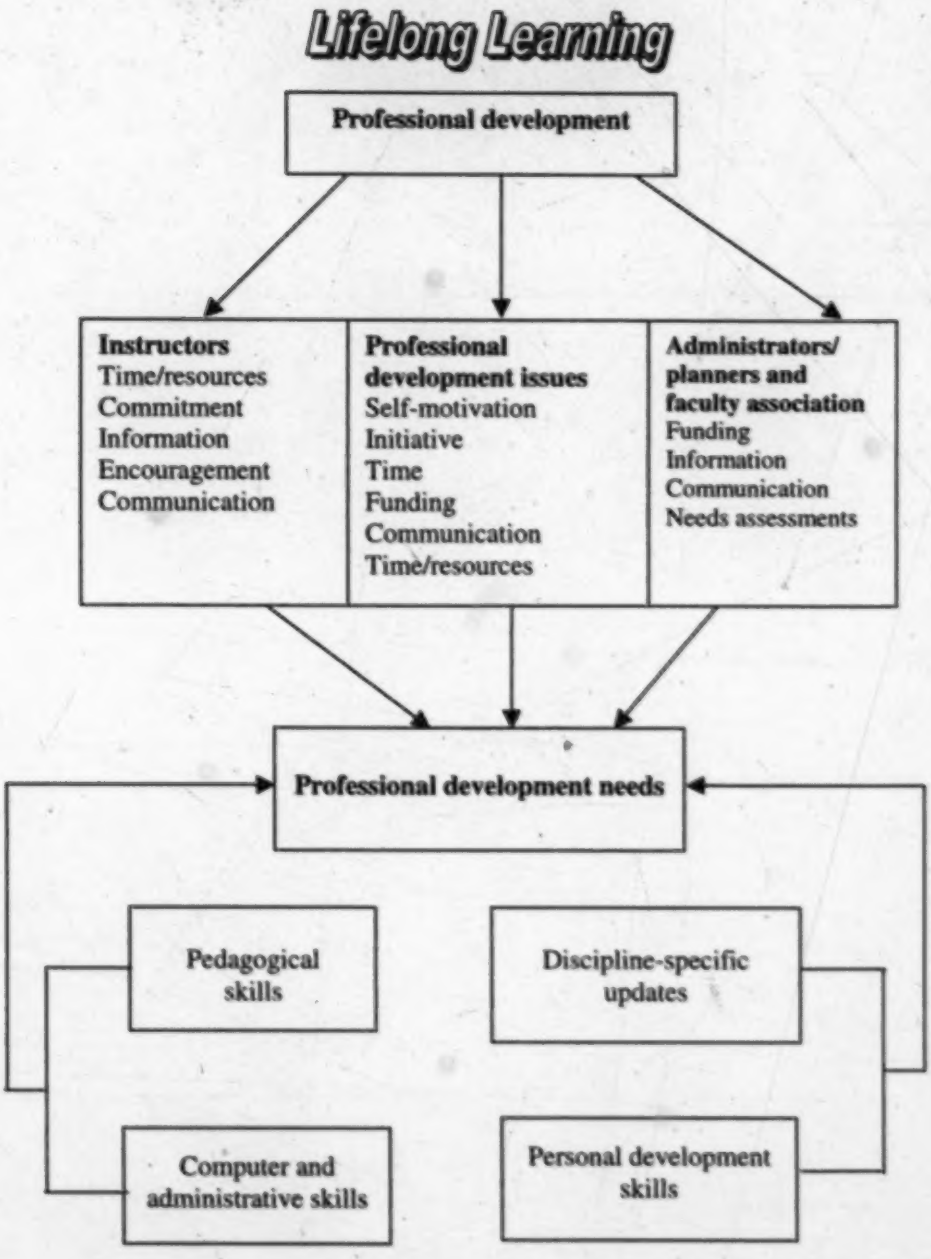


*Figure 3.* A model of professional development for college instructors.

administrators or professional organizations, from personal desire to improve, or from bottom-up student demand for quality" (p. 250). They further proposed that, "to improve upon traditional faculty development, we need to establish a teaching effectiveness initiative which addresses the individualized needs of faculty and a delivery system that is organized and comprehensive" (p. 249). Instructors identified update needs to remain current in their fields, pedagogical and andrologogical needs, technological needs, computer and administrative needs, and personal development needs.

Other needs,—for example, physical, mental, emotional, and spiritual—could also be addressed. Most instructors are intrinsically motivated and take the initiative for involvement in planning their professional development. The needs identified would help equip instructors for improving their skills and the performance of their jobs. The findings support the fact that they are lifelong learners.

Instructors should be encouraged to investigate how and where needs may be met and pass on this information to planners. As instructors and human beings, we are always in a state of growth. Our professional development could be likened to chicks coming into a new world of discoveries and inventions; we must face boldly what is to come and be adaptable and flexible to our changing environment. There will always be new or improved equipment, new knowledge, and new developments. Some faculty associations are already involved in funding professional development for faculty and encouraging it through affiliations with other organizations.

## Personal Reflections

Completing this study is a dream come true. I have always believed in lifelong learning and am used to reflecting daily on some aspect of learning, whether at home, at

work, or during recreational activities. I expect that each day I uncover some new aspect of life and learning. This was one reason that I embarked on this project. Another was that I wanted to continue my journey on thinking deeply about all aspects of professional development.

I resumed this journey in 1997. I was determined to complete a doctor of philosophy degree. I felt confident that having this credential would open doors, but more important for me, that I would have experienced the process and arrive at my present destination. I thought that I could make a difference in this area. Speaking with college instructors, colleagues, fellow students, members of my professional development committee, university professors, and my prayer group led me to believe that what I had embarked on would be meaningful and beneficial to all types of education. I was interested in finding deep meaning. This led me to read a great deal of literature in this area.

From the literature review I was surprised at the negative aspects of professional development and the time and effort that so many had put into it, still to receive negative results. Speaking with professional development planners, I observed how frustrated some were when they had put so much effort into planning their programs and did not have the benefit of seeing people rushing to participate in and take advantage of the planned activities. The literature also confirmed that participation is a major issue.

One of my goals was to investigate the reason for nonparticipation, and in so doing discover what were the needs of college instructors and whether those needs were being met. I was interested in discovering and recommending remedies that could be put forward to help in this endeavour. In doing this, I appreciated the depth of the naturalistic

study, the understanding, the meaningfulness it brings to the researcher, and the richness of the findings.

What I found was a discrepancy between what was offered and what was needed. My study also confirmed what many writers and researchers in the field had already found. Seeking help could cause much anxiety and fear for some instructors; Baiocco and DeWalters (1998) found this in their study and expressed it as the "nudity people feel with examining the teaching process" (p. 38). Some were afraid to expose their weaknesses and so afraid to ask for help. I did not find this in my study. Most instructors who spoke to me were happy and willing to participate in professional development if they could find the time.

Professional development was meaningful to those who intrinsically had the need for lifelong learning and those whose motivational levels were inclined towards new and varied experiences; they wanted to be almost perfectionists in their field and had a yearning for leaning. Others had different priorities. The younger instructors were very involved with home life and asserted that family and their young children were far more important than careers. Their jobs were a means to an end. Older participants remarked that, now that their children were grown, they had more time to devote to professional activities and would enjoy it more. They could appreciate getting away to go to conferences and learning more about their professions.

I can understand each group's point of view, having gone through the stages of raising children, which was a challenge for a working mother, and feeling a void as they got older. I did turn again to professional activities, learning, and recreation—a more

balanced life—rather than focusing intensely on family. I had earned it; I had paid my dues.

Being an accountant and an instructor, I know that I needed the skills to improve in my career. Each time I completed one more credential in education, I went a step further. The more I learnt, the more there was to learn. My first thesis was on professional development of accountants who were educators. Their first priority was a need to learn about pedagogy. In this study I found that the needs were similar, but the focus was different. This could probably be because many instructors were inducted into their professions many moons ago and felt insecure, not being up to date. One participant lamented that, for each year that he was out of his profession, he was that much further away from being accepted back into the profession and industry. This was of great concern to him because of uncertainty of the job in education and the possibility of cutbacks. Some people love teaching but still have a passion for their discipline-specific areas. Accountants can teach and moonlight, but this is not so for all professions and professionals.

I learnt more than I set out to discover, and that extra learning made me realize that the process of this journey was worthwhile, enlightening, and enjoyable. Like my university professors, I became more open to a variety of viewpoints and had a broader perspective on learning, always knowing that there was more to be known. It seems to me that adaptability and flexibility, considering one's life stage, would make a difference in how much professional development one undertakes.

In speculating about the future of professional development, I believe that:

1. if there is a stated college philosophy on professional development, instructors are likely to understand the degree of importance and the level of priority that their administration places on professional development. It may become institutionalized as part of college culture, and more colleges may follow the lead.
2. encouraging individual plans may guarantee at least some conscious thought about the needs of instructors who may want to focus on improvement of their jobs. Encouragement may solve the participation problem. Providing rewards is a positive way of reinforcement.
3. a model of professional development for college instructors may improve the planning process and provide guidance for planners and instructors.
4. more funding would enable more instructors to attend conferences, particularly those sponsored by professional organizations.
5. a summer institute in other countries has proven to be very effective and may well also work for college instructors in Alberta. A joint effort and coordination of colleges would be especially beneficial for smaller colleges. Colleges could also collaborate in providing joint seminars facilitated by experts in the field; for example, tax accountants who must deal with changes in laws and regulations must keep up to date because these laws change frequently. A joint effort would address the need for collegiality, which some instructors thought was missing from their work life. It is not cost effective for colleges to set up teaching and learning centres at each institution. Instructors

who encounter similar problems in their areas of expertise may brainstorm and possibly jointly find solutions.

6. conducting needs assessments well ahead of time would encourage better planning and show instructors that the professional development planners are putting great effort into their inservice programs. Better needs-assessment tools might identify the true needs of instructors.
7. if planners organize activities so that "fun and recreation" topics are scheduled ahead of other activities, this would give instructors time to "unwind" before they start participating in other more serious activities.
8. a "buddy" approach to mentoring would provide camaraderie and support for new instructors in a nonthreatening manner.
9. if colleges set guidelines for professional development, the result could be more participation in professional development activities. A mandatory professional development requirement could solve participation concerns.
10. partnership relationships with business and industry could help instructors as well as students to keep current.

## REFERENCES


Adult and Continuing Educators (ACE). (1989). *Handbook of adult and continuing education.* San Francisco: Jossey-Bass.

Alberta Colleges and Institutes Faculties Association. (1999). *ACIFA constitution.* Edmonton, AB: Author [On-line]. Available: http://www.gmcc.ab.ca/bylaws.html

Alberta Colleges and Institutes Faculties Association (ACIFA) & Confederation of Alberta Faculty Associations (CAFA). (1997). *Post-secondary education in Alberta, 1997-2005.* Edmonton: Author.

Alberta Learning. (1999). *Advanced Education and Career Development 1989/1999, Annual report, Section 1.* Edmonton, AB: The Crown in Right of the Province of Alberta, as represented by the Minister of Learning.

Alberta Learning. (1999). *Alberta Advanced Education and Career Development: Tuition fee policy.* Edmonton, AB: Author [On-line]. Available: http://www.accd.gov.ab.ca/learning/publi.../TuitionFeePoloicy/tuition-fee-policy.html

Alberta Teachers Association. (2001). Declaration of rights and responsibilities. [On-line]. Available: http://www.teachers.ab.ca/about/declaration.html

Alfano, K. (1994). *Recent strategies for faculty development.* Los Angeles: Eric Clearinghouse for Community Colleges. (Eric Digest ED 371809)

Alexander, T. (1999, May). *ICT Education: Why are we interested? What is at stake?* Paper presented at the International Conference of Dissolving Boundaries: ICTs Learning in the Information age, Dublin.

Anderson, S. E. (1990). *The status of faculty development programs in community colleges in the state of Washington (Washington State).* Pullman: University of Washington. (ProQuest Digital Dissertations No. AAT 9020896)

Andrews, M. B., Holdaway, E. A., & Mowat, G. L. (1997). Postsecondary education in Alberta since 1945. In G. Jones (Ed.), *Higher education in Canada: Different systems, different perspectives* (pp. 59-92). New York: Garland.

Australian Vice Chancellors' Committee (1981) *Academic Staff Development* (Report on the AVCC Working Party) Occasional Papers No. 4. AVCC, Canberra.

Bailey, K. M., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source.* Scarborough, ON: Nelson/Thompson Learning.

Baiocco, S. A., & DeWalters, J. A. (1998). *Successful college teaching: Problem-solving strategies of distinguished professors.* Boston: Allyn & Bacon.

Bennett, H. (1996). The need to cope with change. In V. A. McClelland &V. Varma (Eds.), *The needs of teachers* (pp. 43-66). London: Redwood Books.

Berg, B. L. (1995). *Qualitative research methods for the social sciences* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Blandford, S. (2000). *Managing professional development in schools.* New York: Routledge.

Boone, E. J. (1985). *Developing programs in adult education.* Englewood Cliffs, NJ: Prentice-Hall.

Clark, R. W. (1999). *Effective professional development schools: Agenda for education in a democracy* (Volume 3). San Francisco: Jossey-Bass.

Cochran-Smith, M., & Lytle, S. L. (2001). Beyond certainty: Taking an inquiry stance. In A. Lieberman & L. Miller (Eds.), *Teachers caught in action: Professional development that matters* (pp. 45-58). New York: Teachers College Press.

Cheeatow, A. (1997). The challenge of faculty renewal. *The College Quarterly* (Summer). [On-line]. Available: http://www.senecac.on.ca/quarterly/QC.html/ HHH.074CQ.Sum97Cheeatow. htm

Cohen, A. M., & Brawer, F. B. (1989). *The American community college* (2nd ed.). San Francisco: Jossey-Bass.

Cohen, A. M., Brawer, F. B., & Associates (1994). *Managing community colleges: A handbook for effective practice.* San Francisco: Jossey-Bass.

Cooper, E., & Kling, K. (1983). *A descriptive analysis of faculty development needs in interdisciplinary approaches to health occupations education in community colleges.* Washington DC: George Washington University. (ProQuest Digital Dissertations No. AT 87307879)

Craft, A. (2000). *Continuing professional development: A practical guide for teachers and schools* (2nd ed.). London: Rouledge Falmer.

Cranton, P. (1989). *Planning instruction for adults.* Toronto: Wall & Thompson.

Dennison, J. D., & Gallagher, P. (1986). *Canada's community colleges: A critical analysis.* Vancouver: University of British Columbia Press.

Denzin, N. K., & Lincoln, Y. S. (1998). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 1 - 45). Thousand Oaks, CA: Sage.

Dodson, A. (1994). *Managing & developing* people (Chapter 3). Bristol, UK: Staff College Association.

Dotolo, L. G. (1999). Faculty development: Working together to improve teaching and learning. *New Directions for Higher Education, 106*, (pp.51-57).

Dunlap, J. C. (1998, June). *Encouraging lifelong learning with learner-constructed Web-based performance support systems*. Paper presented at World Conference on Educational Multimedia and Hypermedia &World Conference on Educational Telecommunications Freiburg, Germany, June 20-=25. 1998. ERIC Document Reproduction Service No. ED 428 660.

Foley, J. R., & Clifton, R. A. (1990). Lotus of control: Organizational climate and participation in staff development: A study of college instructors. *The Canadian Journal of Higher Education, 20*(2), (pp. 45-57).

Fontana A., & Frey, H. J. (1998). Interviewing: the art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 47-78). Thousand Oaks, CA: Sage.

Freedman, W. S. (2001). Teacher research and professional development: Purposeful planning and serendipity. In A. Lieberman & L. Miller (Eds.), *Teachers caught in action: Professional development that matters* (pp. 188-208). New York: Teachers College Press.

Gagne, T. A. (1998). *College instructors' perceptions of instructional skills development activities.* Unpublished doctoral thesis, University of Alberta, Edmonton.

Garrison, R. H. (1968). *Teaching in a junior college: A brief professional orientation.* Washington: American Educational Publications Institute.

Gillett-Karam, R. (1999). Midlevel management in the community college: A rose garden? *New Directions for Community Colleges, 105*, (5-11).

Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.). New York: Longman.

Gmelch, W. H. (1993). *Coping with faculty stress.* Newbury Park, CA: Sage.

Grant, G. F., Ali, E. A., Thornsen, E. T., Dei, G. J., & Dickie, K. (1995). Occupational stress among Canadian college educators: A review of the literature. *College Quarterly* (Winter). [On-line]. Available: http://www.senecac.om.ca.college/quarterlyCQ.html/HHH.CQ.w95.Grant.html

Grossnickle, D. R., & Layne, D. J. (1998). A shared vision for staff development: Principles, processes, and linkages. *NASSP Bulletin, 75*(36), 88-93

Guba, E. G. (1981). *Criteria for assessing the trustworthiness of a naturalistic enquiry. ERIC/ECTJ Annual Review Paper, 9*(2), 75-91.

Guba, E. G., & Lincoln, Y. L. (1998). Competing paradigms in qualitative research. In N. Denzin & Y. S. Denzin (Eds.), *The landscape of qualitative research: Theories and Issues* (pp. 195-220). Thousand Oaks, CA: Sage.

Hamilton, D. (1998). Traditions, preferences, and postures in applied qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research* (pp. 111-129). Thousand Oaks, CA: Sage.

Holstein J. A., & Gubrium, J. F. (1998). Phenomenology, ethnomethodology, and interpretive practice. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 137-157). Thousand Oaks, CA: Sage.

Imel, S. (1990). *Managing professional development: A guide for part-time teachers of adults*. Columbus, OH: Eric Clearinghouse on Adult, Career, and Vocational Education (ED 321155).

Karpiak, I. (1996). Ghost in the wilderness: Problems and priorities of faculty at mid-career and mid-life. *Canadian Journal of Higher Education, 26*(3), (pp.49-78).

Katsinas, S. G. (1994). Community colleges and workforce development in the new economy. *Catalyst*, 24(1), (pp. 1-17). [On-line]. Available: http://borg.lib.vte...mals/CATYSIST/V24NL/katsinas.html

Katz, R. N. (1999). Tying things together: Advice for the practitioner. In R. N. Katz and Associates (Eds.), *Dancing with the devil: Information technology and the new competition in higher education* (pp. 119 -122). San Francisco: Jossey-Bass.

Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston: Gulf.

Konrad, A. G. (1983). Faculty development practices in Canadian Universities. *Canadian Journal of Higher Education, 13*(2), (pp. 13-25.).

Land, J. T. (1984). *The needs assessment process in Alabama junior, technical, and community colleges.* Tusatoosa: University of Alabama. (ProQuest Digital dissertations No. AAT 8423493)

Langenbach, M. (1988). *Curriculum models in adult education.*: Malabar, FL: Kreiger.

Levin, J. S. (1996). Policy initiatives to transform Canada's community colleges. *The College Quarterly* (Spring). [On-line]. Available: http://collegequarterly.org/CQ.html/HHH.054.spr96levin.html

McGechean, S., & Persons, H. (Eds.). (1986). *A guide to terminology for post-secondary education.* Victoria, BC: Ministry of Continuing Education.

McLaughlin, M. W., & Zarrow J. A. (2001). Teachers involved in evidence-based reform: Trajectories of teachers' inquiry, analysis, and action. In Y. Lieberman & L. Miller (Eds.), *Teachers caught in action: Professional development that matters* (pp. 79-101). New York: Teachers College Press.

Morgan, G. (1998). *Images of organizations: The executive edition.* Thousand Oaks, CA: Sage.

Murray, J. P. (2000). Faculty development in a national sample. *Community College Review, 27*(3), 47-64.

Nowlen, P. M. (1988*). A new approach to continuing education for business and the professions: The performance model.* New York: Macmillan, NUCEA American Council on Education.

Nicholls, G. (2001). *Professional development in higher education: New dimensions & directions.* London: Kogan Page.

Nixon, J. (2001). New professionalism for higher education? In G. Nicholls (Ed.), *Professional development in higher education: New dimensions & directions* (pp. 73-88). London: Kogan Page.

Organization for Economic Cooperation and Development (OECD). (1998). *Staying ahead: In-service training and teacher professional development.* Paris: Author.

Oromaner, M. (1986). *The community college professor: Teacher and scholar.* Eric Digest. Eric Clearinghouse for Junior Colleges (ED 272408)

Pansegrau, M. V. (1983). Teachers' perspective on inservice education. Unpublished doctoral dissertation, University of Alberta, Edmonton.

Parker, C. J. (1996). *Continuing professional development: Certified management accountants in education.* Unpublished master's thesis, University of Alberta, Edmonton.

Parks, P. R., & Keim, M. C. (1995). A needs assessment for the community colleges services and continuing education program at an Illinois community college. *The Community Services Catalyst, 24(2), (pp. 1-7).* [On-line]. Available: http://www.borg.lib.vt.ed...journals/CATALYST/V24N2/parks.html

Pearce, S. D., Hein, L. I., & Donaldson, J. F. (1998). A profile of university continuing educators. *Canadian Journal of University Continuing Education, 24*(1), (25-58).

Peterson, L. G. (1985). *An assessment of perceived instructional needs and in service training preferences of full-time accounting, data processing and economics faculty in Michigan public community colleges.* East Lansing: Michigan State University. (ProQuest Digital Dissertations No. AAT 8513933)

Professional and Organizational Development Network in Higher Education (POD). (2000). *Definitions*. Miami, FL.: Author [On-line]. Available: http://www.podnetwork. org/about POD.html

Public Education Network. (2000a). *Standards, assessment, and accountability* (Monthly mailing). [On-line]. Available: http://www.publiceducation.org/pubs/mailing/intro_0300.html

Public Education Network. (2000b). *Teacher quality: Certification* [On-line]. Available: http://www.publiceducation.org/pubs/mailing/intro_0400.html

Queeney, D. S. (1995). *Assessing needs in continuing education: An essential tool for quality improvement.* San Francisco: Jossey-Bass.

Reed, A. G. (1980). *Practices and attitudes concerning methods and information used in community colleges to determine the need for occupational programs.* (ProQuest Digital Dissertations No. AAT 8021503)

Romiszowski, A. J. (1999). What works, what makes sense? *TechKnowLogia* (September/October). [On-line]. Available: http://www.techKnowLogia.org/TKL_a...umber=1&FileType=HTML&ArticleID=12

Rottenburg, R. (1987). New approaches to university staff development: Training for efficiency in teaching, research, and management: Report on the International Conference in Berlin (West) 6-12 December 1987. R. Schlette (Ed.). Bonn: German Foundation for International Development.

Rudestam, K. E., & Newton, R. R. (1992). *Surviving your dissertation: A comprehensive guide to content and process.* Newbury Park, CA: Sage.

Salmi, J. (2000). Higher education: Facing the challenges of the 21st century. *TechKnowLogia* (January/February). Oakton, Virginia: Knowledge Enterprise [On-line]. Available: www.TechKnowLogia.org

Sanders, G. C. (1980). *An assessment of in-service training needs of principals in an Alberta school system.* Unpublished master's thesis, University of Alberta, Edmonton, Canada.

Sayer, J. (1996). The need for recognition and professional status. In V. A. McClelland & V. Varmer (Eds.), *The needs of teachers* (pp. 10-26). London: Redwood Books.

Shafritz, J. M., Koeppe, R. P., & Soper, E. (1988). *The facts on file: Dictionary of education.* New York: Facts on File.

Shapiro, N. S., & Levine J. H. (1999). *Creating learning communities: A practical guide to winning support, organizing for change and implementing programs.* San Francisco: Jossey-Bass.

Sherry, L., & Morse, R. (1996). An assessment of training needs in use in distance education. *International Journal of Educational Telecommunications, 1*(1), 5-22. Reprinted in *Educational Technology Review Winter, 5,* 10-17.

Speck, M., & Knipe, C. (2001). *Why can't we get it right? Professional development in our schools.* Thousand Oaks, CA: Corwin Press.

Spence, B. (1996). The need for Inservice education, In *The needs of teachers.* In V.A McClelland & V.Varma (Eds.), (pp. 82-97). London: Redwood Books.

Simpson, E. L. (1990). *Faculty renewal in higher education.* Malabar, FL: Krieger.

Souther, J. L. (1986). *Assessing staff development needs at community colleges.* Boston: University of Massachusetts. (ProQuest Digital Dissertations No. AAT 8622721)

Squires, G. (1999). *Teaching as a professional discipline.* Philadelphia: Falmer Press.

Strauss, A. L. (1987). *Qualitative analysis for the social scientists.* San Francisco: University of California, Cambridge University Press.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory: Procedures and techniques.* Newbury Park, CA: Sage.

Strauss, A., & Corbin, J. (1998). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative research* (pp. 158-183). Thousand Oaks, CA: Sage.

University of Adelaide. (1998). *Personnel policies & procedures: Professional development policy.* Adelaide, Aust. Author. [On-line] Available: http://www.adelaide.edu.au/HR/policies/staffdev/profdev.html

Weleschuk, M. A. (1977). *A study of the need for instructor development as perceived by instructors and administrations in Alberta colleges.* Unpublished doctoral dissertation, University of Alberta, Edmonton.

Wilcox, S. (1998). The role of educational developer in the improvement of university teaching. *The Canadian Journal of Higher Education,* 38(1), (pp. 77-104).

Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessment: A practical guide.* Thousand Oaks, CA: Sage.

Wright, C. R., & Stammer, I. (1996). Overcoming resistance to educational technology innovation. *College Quarterly* (Spring). [On-line]. Available: http://senecac.on.ca/quarterly/CQ/ html.057.CQSpr96.Wright.html

Wroot, R. E. (1970). *A study of the need for pedagogical training as perceived by the staff of the Alberta Institute of Technology.* Unpublished master's thesis, University of Alberta, Edmonton.

Zuber-Skerritt, O. (1992). *Professional development in higher education: A theoretical framework for action research.* London: Kogan Page.

# APPENDIX A

# INTERVIEW GUIDE 1

## QUESTIONS FOR INSTRUCTORS

1. What subjects do you teach?
2. How long have you been teaching?

   Probe: Have you taught at another institution?
3. What is your philosophy of professional development?

   Probe: What does it include?

   What does it exclude?
4. To what extent do you feel you are responsible for your professional development?
5. Would you tell me about your involvement with staff development?

   Probe: How do you keep up to date with your professional development?
6. Do you feel that your employer provides you with sufficient professional development opportunities?

   Probe: How much professional development do you do outside your institution?
7. What concerns or constraints do you have around your professional development?

   Probe: What are the time constraints?

   How does timing of courses restrain you from participating in PD?

   How does trying to keep up to date affect you personally?

   How does workload affect your participation in PD?

   How does your experience on the job affect the amount of PD you do?

   How does life uncertainties affect the amount of PD you undertake?

   How do you handle technological changes?
8. How do you think staff development for college instructors at your institution may be improved?

   Probe: What do you think is missing?
9. How do teachers discuss improvements with your staff development group at your institution?

   Probe: How are you involved in the planning process?
10. What are the consequences of not participating in professional development?

# APPENDIX B

# INTERVIEW GUIDE 2

## QUESTIONS FOR PLANNERS OF STAFF DEVELOPMENT

1. How long have you been involved in staff development?
2. As staff development officer, what are your responsibilities?
3. What is the philosophy of staff development at your institution?

    Probe: What does it include?

    What does it exclude?
4. What strategies do you use in planning staff development at your institution?

    Probe: How do you maintain a current assessment of staff development needs?

    How do you conduct needs assessments?
5. To what extent do you feel that there are any constraints around planning your staff development program?

    Probe: Funding?

    Time?

    What restrictions are they, on what you may offer?
6. What do you think about effectiveness of your staff development program?

    Probe: Who attends?

    What kind of feedback do you receive?
7. How do you think you can improve your staff development program?

    Probe: Instructors needs' versus administration' needs?

    Probe: If you can improve it yourself, without interference, how would organize professional development?
8. What incentives do you provide for participation in professional development?

# APPENDIX C

# DEMOGRAPHIC INFORMATION

PROFESSIONAL DEVELOPMENT NEEDS OF
INSTRUCTORS IN EDUCATION
DEMOGRAPHIC INFORMATION

Please complete all questions.

Write your name on the questionnaire. Confidentiality is assured.

THANK YOU IN ADVANCE FOR COMPLETING THESE QUESTIONS.

Demographic Information

In order for this study to be meaningful and to facilitate analysis, it is important to collect some demographic information.

i. Age (Circle 1)

1. Under 31 years 2. 31 - 45 3. Over 45

ii. Which category best characterizes your employment status?
(Circle one)

1. Instructor (full-time) 3. Contract/term employee
2. Instructor (part-time)

iii. Gender (Circle one)

1. Male 2. Female

iv. Range of teaching experience at a college (circle one)

1. Under 6 2. 6 - 10
3. 11-15 4. Over 15

v. highest level of academic education (circle one)

1. Bachelor's degree 2. Masters degree
3. Doctorate degree 4. Other (specify)_____

vi. Please list subjects taught

_____

_____

Other responsibilities

_____

_____

# APPENDIX D

# LETTER OF CONSENT

Department of Educational Policy Studies,
7-104 Education Centre North
University of Alberta
Edmonton.
T6G 2G5

September 15th, 2000

Dear Colleague,

Invitation to participate

While on leave from NAIT, I am at the University of Alberta pursuing a Doctorate in Postsecondary Education. My research focuses on the professional development needs of college instructors and suggestions for how these needs may be met. This is the sole purpose of the study. The results should be of interest to us as instructors and help designers of future professional development programs.

Your ideas are important for those who plan and deliver professional development in our field. I invite you to spend 45 minutes to an hour to answer some interview questions, which I will audiotape. I will keep your identity and the identity of your post-secondary institution confidential. I intend to use a pseudonym to conceal your identity. You may opt out of the study at any time just by letting me know of your desire to do so before I complete the study.

I will provide you with a copy of the transcript of the interview before I begin to analyze the data. This will give you an opportunity to clarify the meaning you provided and verify its authenticity. I will contact you later to confirm the accuracy of the information you provided.

On completion, I will share a summary of the study with you. I am also hoping to publish the results in an educational journal.

You may contact my supervisors; Dr. Mike Andrews at 492-7606 and Dr. Jose da Costa at 492-5868, at the University of Alberta for further clarification or should you have any concerns about my study.

I thank you in advance, for agreeing to participate in this study.

Yours sincerely,

Claudia Parker, M.Ed., CMA
I agree to participate in this study under the above conditions _____Date: _____

# APPENDIX E

## LETTER OF REQUEST TO PILOT INTERVIEW GUIDE

The University of Alberta,
7-104 Education Centre North
Department of Educational Policy Studies,
Faculty of Education,
Edmonton.
T6G 2G5

April 12, 2000

Dear colleague,

While on leave from NAIT, I am pursuing a Doctorate degree at the University of Alberta. I am concentrating on the area of professional development and working on some questions intended to find out the professional development needs of college instructors and suggestions as to how these needs may be met.

I want to pilot these questions before administering it to the intended respondents of instructors, and those who plan professional development for us. In doing this, I am asking you to answer some questions, which will guide my interview. I am hoping to audiotape the interview, which would take about 45 minutes to an hour of your time. If you find the questions are ambiguous, please provide me with comments so that I may clarify them before collecting my data. I will keep your identity and the identity of your institution confidentially. This will ensure no harm will come to you or your institution.

Your views are important to us as educators and may be used to compile some guidelines or a model for planning professional development for instructors and planners of staff development. If I desire to use your comments as part of my data, I will seek your permission and I will provide you with a copy of the transcript. This will give you an opportunity to clarify the information you provided and verify the authenticity of the data.

I thank you, for taking the time to participate in this pilot study and for your responses.

Yours sincerely,

Claudia Parker

## APPENDIX F

## LETTER OF REQUEST TO GAIN ENTRY TO COLLEGES

To Academic Vice President,
[Study College]
[Address]

University of Alberta,
7-104, Education Centre North
Department of Educational Policy Studies,
Faculty of Education,
Edmonton,
T6G 2G5
[Date]

Subject: Permission to conduct study

Dear Sir/Madam,

As a graduate student at the University of Alberta, I am conducting a study to determine the professional development needs of college instructors and how these needs may be met. I have purposively selected three colleges, one each of a large, a medium sized and a small college to conduct interviews with business instructors to gain their perceptions and professional development needs. This information may be of value to those who plan professional development activities.

I am requesting your permission to conduct interviews with business instructors at your college [institute]. I would like to e-mail these instructors and have them reply directly to me as to their willingness to participate in my study.

A summary of the result will be mailed to you on completion of the study. You may contact my supervisors, Dr. Mike Andrews at 492-7606 and Dr. Jose da Costa at 492-5868 at the University of Alberta, should you have any concerns about my study.

Thank you in advance, for your cooperation in this matter.

Yours truly,

Claudia Parker

# APPENDIX G

## ACIFA MEMBERSHIP

1. Alberta College Faculty Association
2. Alberta College of Art and Design Faculty Association
3. Bow Valley College Faculty Association
4. Fairview College Academic Staff Association
5. Grand Prairie Regional College Academic Staff Association
6. Grant MacEwan Community College Faculty Association
7. Keyano College Faculty Association
8. Lakeland College Faculty Association
9. Lethbridge Community College Faculty Association
10. Faculty Association of Medicine Hat College
11. Mount Royal College Faculty Association
12. NAIT Academic Staff Association
13. NorQuest College Faculty Association
14. Northern Lakes College Faculty Association
15. Olds College Faculty Association
16. Portage College Faculty Association
17. Faculty Association of Red Deer College
18. SAIT Academic Staff Association

Note: The list was taken from ACIFA's online Constitution.